

Inspection date	20/11/2014
Previous inspection date	18/07/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The childminder plans activities that are interesting and challenging.
- The childminder builds strong attachments and relationships with children.
- There is accurate assessment of children's skills, knowledge, and experience on entry to the setting.
- The childminder involves parents well in their children's learning.
- The childminder provides a wide range of resources that meet children's needs well.

It is not yet outstanding because

- The childminder does not always make full use of books, to support children's early interest in letters and sounds.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed practice in all areas and at different times throughout the day.
- The inspector reviewed select pieces of documentation to gather information.
- The inspector carried out a specific observation that was discussed with the childminder.

Inspector

Anna Fisk

Full report

Information about the setting

The childminder registered in 2012. She lives with her husband and two young children in Kemsley, Sittingbourne, Kent. The ground floor of the childminder's house is available for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder currently cares for two children in the early years age group. The childminder provides care throughout the year, offering provision before, during, and after school hours.

She attends the local toddler group and childminding groups. The childminder also walks or drives to local schools, to take and collect children. She takes the children on regular local walks and outings. The childminder has recently applied to receive funding for the provision of free early education to children aged two.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- make more use of books to support and encourage children's early interest in letters and sounds.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder has a good understanding of the Early Years Foundation Stage, and the quality of her teaching is good. Consequently, the children make good progress in their learning. The focus of the planned activities is on the three prime areas of learning; communication and language, physical development and personal, social and emotional development. This helps the youngest children to obtain skills necessary to develop in the other areas of learning and, in due course, be ready to move on to school.

Children have the opportunity to develop good communication and language skills as the childminder talks to the children throughout the day. The childminder engages with the youngest children, talking to them animatedly and smiling at them throughout their play. The childminder skilfully questions the children, asking open-ended questions to extend their thinking and problem-solving skills. As a result, children are encouraged to reply, practising their communication skills. This way of involving the children in language is beneficial to children's learning outcomes. Children confidently interact with the childminder because she values each child and shows interest in what they have to say. Children are beginning to form good relationships with each other, with support from the childminder.

Children make choices independently in the well-resourced play space, as most resources are stored at a low level. This helps the children build their confidence in exploring, and following their individual interests and preferences helps them become active learners. For example, children bring items to the childminder and suggest ideas, asking, for example, 'Can we get the other play dough out to go with this one?'

Children are encouraged to count objects when playing, and they hear mathematical language throughout their day, such as when the childminder asks, 'Which one is the biggest?' Books are given importance in the childminder's home. She regularly reads stories to the children. However, the childminder does not always make full use of books to engage and encourage fully those children who are becoming interested in letters and sounds.

Children are able to move freely around the setting, encouraging independent skills. They learn about the local neighbourhood and environment, from outings to the woods and the playground, and daily walks in the immediate area. This increases their understanding of the world around them. Children who are learning a second language at home are supported in this through books and activity rhymes, in line with parents' individual wishes.

The childminder is aware of the requirement to complete a progress check for two-year old children and to share information with parents. This helps parents to know more about their children's early learning and development. Parents have individual access to their children's learning journals. The childminder encourages parents, on a daily basis, to respond to observations and add their own comments about what their children have been doing, both at home and with the childminder.

The childminder has effective systems in place to record observations of children's development. She evaluates the learning taking place, and decides next steps to inform her planning. Parents are fully involved in this process, contributing to the next steps in learning, or providing additional information about any special achievements for their child. In addition, parents receive a daily diary, keeping them informed about their child's day and care needs. Consequently, the childminder promotes children's learning and well-being successfully.

The contribution of the early years provision to the well-being of children

The childminder provides a very homely and relaxed environment. Children settle and adapt well to the new experience away from home due to organised settling-in visits with their parents. These visits result in settled, comfortable children who are confident in their play. The children have secure emotional bonds and trusting relationships with the childminder; for example, the youngest children snuggle in close to be fed, and to sleep.

The childminder encourages children's well-being as she cares for them in a safe, clean environment. Children are able to gain a good understanding of a healthy lifestyle as the

childminder ensures children are given a range of healthy fruit snacks. They access their drinks at all times. She ensures children go outside for fresh air and exercise at least once a day, accessing the local environment and sometimes outings further afield.

The childminder offers lots of praise and encouragement during the day, helping to build children's self-esteem and confidence. As a result, children are relaxed and secure. Children behave well, developing an understanding of the rules of behaviour through the childminder's careful reminders.

Children play in a safe, secure environment because the childminder carries out safety checks and thorough risk assessments. Young children wear safety harnesses in highchairs at the table. Children play with a wide range of good quality resources which cover the seven areas of learning.

The effectiveness of the leadership and management of the early years provision

The provider demonstrates a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended local authority safeguarding training and is fully aware of the actions to follow should she have any concerns about the welfare of children in her care. The childminder has an emergency evacuation plan, consequently, children are well protected. The childminder holds a current paediatric first-aid certificate, enabling her to deal with minor accidents children may have.

The childminder is aware of the individual personalities of the children in her care. She plans activities and provides resources to meet children's individual interests and which promote their learning. She constantly evaluates her provision and adapts her practices, to improve children's learning experiences, demonstrating good self-evaluation. The childminder monitors children's development by being vigilant in her keeping of the children's files. Any concerns in development are discussed with support professionals, with whom she works closely.

The childminder works well in collaboration with the parents. She obtains good, detailed information when children start with her, to assess children's starting points. This enables her to plan for their age and stage of development, taking into account their individual needs. Parents are fully involved with their children's care, learning and development. The childminder shares relevant early years publications with parents. She also gives them policies and procedures at the start of their child's attendance and keeps them well informed about their child's day, both verbally and through the daily diary. Parents are extremely happy with the care the childminder provides and have given her some positive, written testimonials. Relationships with parents are a particular strength. Written comments made by parents include: 'The childminder always listens to and considers my wishes and keeps me well informed.'

The childminder is developing good relationships with other providers who share the care

of the children. This enables her to provide consistency of care for those children who attend a second provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY441380
Local authority	Kent
Inspection number	985047
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	18/07/2012
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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