

## Inspection date

Previous inspection date

21/11/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 1

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 has an excellent understanding of how develop secure attachments with children to support their personal, social and emotional development.
- The childminder engages with parents successfully and encourages their involvement in the child's learning.
- The childminder works closely with other professionals to support the continuity of care and learning of all children.
- Children thrive in the calm and welcoming environment where they make good progress in their development.

### It is not yet outstanding because

- The childminder offers the children few opportunities to see words and numbers displayed in the inside and outdoors environment.

## 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 discussed risk assessments with the childminder and inspected all areas of the home used for childminding.
- The inspector examined documents including policies and procedures and records of children's learning and development.
- The inspector discussed with the childminder various aspects of children's care, and the childminder's understanding of how children learn and develop.
- The inspector observed the childminder's interactions with the children.
- The inspector read parents comments on questionnaires.

## Inspector

Sara Garrity

## Full report

### Information about the setting

The childminder registered in 2010. She lives with her family on the outskirts of Tunbridge Wells, Kent. The childminder's home is close to local shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for child-minding, with use of the first floor bathroom and one bedroom. There is an enclosed garden for outdoor play. There are steps up to the front door. The childminder has six children on roll, of whom, three are in the early years age range. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She operates five days a week from 7.30am to 6.30pm all year. The childminder walks or drives to local schools to drop off and collect children. She attends local parent and toddler groups and receives support from the local authority.

### What the setting needs to do to improve further

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

- strengthen opportunities for children to explore print in the environment to help develop their early reading skills.

## Inspection judgements

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

The childminder has a sound understanding of the seven areas of learning in the Early Years Foundation Stage. She provides the children with an array of stimulating resources, concentrating on their individual stage of development. The resources are rotated regularly to ensure that children are given a wide selection of toys and equipment to use in their learning. The childminder carries out detailed observations on the children, which she evaluates to establish the next stage of learning for each child. The childminder tracks the children's progress well and all observations and photographs are collated in the children's learning journey folders, which are regularly shared and appreciated by parents. The childminder is aware of how to complete the progress check for children aged two years, as well as reports for children moving to school. She has a good knowledge of each child's capabilities and uses this information to plan activities, which immediately engage and excite the children. She ensures that the environment reflects the children's interests and uses these interests to focus activities. Therefore, children are making good progress from their initial starting points.

The childminder provides a good balance of both adult-led and child-initiated activities. She ensures that the toys and equipment are set out ready to help settle and support children as soon as they arrive. She extends children's learning by reinforcing words with objects, for example, when she pointed and said 'dustpan' and 'brush' before handing

them to the children, when supporting the children's interest in brushing and sweeping. The childminder broadens the children's vocabulary through the effective use of open-ended questions. She uses all experiences successfully to support the children's communication and language development.

The children choose activities independently from the low-level storage units and there are posters and children's work displayed around the room. However, opportunities for children to see letters and numbers around the home are limited, which reduces the opportunities they have to learn that words carry meaning. The children enjoyed using the play dough to explore different textures and they picked which tools they wanted to use to make patterns and practise new skills. The childminder praises the children's initiative as well as encouraging them to predict what would happen next as they rolled and cut out the dough. The childminder provides the children with good quality teaching experiences, which ensure they are kept interested and challenged. All routines and play opportunities support children well to move on to the next stage in their learning, improving children's outcomes.

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

The childminder gathers very detailed information from parents before their children start. This enables her to follow the children's individual care routines and offer personal care from the outset. The childminder updates the information continuously through the use of contact books as well as daily conversations when parents drop off and collect their children. This ensures that the children receive any extra support that they may require, consequently children's care needs are met exceedingly well. The children are excited to see the childminder and demonstrate they are happy and secure in her care from the moment they enter her home. They flourish in this welcoming environment knowing that the childminder is close by for a reassuring cuddle before they move on to the next activity. Children have very strong relationships with the childminder, who they trust and know they can turn to for help and support.

Children's behaviour is very good as they are actively involved in activities and concentrate intently at whatever they are doing. The childminder helps children to think about what they are doing and how their actions may affect others. This results in children showing excellent kindness and consideration for others. The childminder teaches children to think about their own safety, for example, reminding them to keep the broom on the floor so that they do not hurt themselves or their friends. The childminder is a positive role model who sets consistent rules and boundaries to support the children to learn to share, take turns and look after their environment. She praises them for letting others have a go with the cutters as well as for sharing their dough so that everyone has a piece. Therefore children are beginning to learn how to become independent, as well as showing great awareness of how to look after themselves and others.

Children enjoy daily fresh air when playing in the newly designed garden or on visits to the play park. The childminder understands the importance of supporting children's personal, social and emotional development and takes the children regularly to meet their

friends at one of the many parent and toddler groups run in the area. The childminder offers the children an array of exciting play experiences to practise their physical skills and explore a range of movements to develop their muscles, co-ordination and balancing skills, for example, balancing on beams in the park.

The childminder provides the children with nutritious home cooked meals, which are freshly prepared. The children helped develop the menu with the childminder and parents. The childminder has an excellent understanding of the need for all children to have a healthy diet. She takes into account any specific dietary requirements when preparing and planning meals. Teaching the children about having a healthy lifestyle is of the utmost importance to the childminder.

Children are extremely well prepared for their move on to school or nursery. The childminder has put in place robust strategies to support children who are moving on to the next stage in their lives.

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

The childminder has a secure knowledge of child protection issues and is aware of the process to follow if she has concerns about a child. She fully understands her role and responsibilities in safeguarding children's welfare. The childminder sets a high priority on providing a safe environment for children. The robust risk assessments and constant supervision and monitoring of children help promote their safety successfully. The childminder is dedicated to improving the service she provides to children and their families. She attends short training courses regularly and is looking into updating her qualifications by studying for a foundation degree in early years. The childminder holds a valid first aid certificate so that she is trained to treat any minor injuries children might sustain. She has undertaken safeguarding training and has a good knowledge of the requirements of the Early Years Foundation Stage. The childminder has all the required documentation in place, which is accurately recorded. This enables her to support children's well-being further. The childminder practises fire drills regularly with the children, which she records and monitors to identify ways to improve. Therefore, the childminder gives high priority to providing a safe and secure environment for all children.

The childminder provides the children with a challenging and stimulating environment, which meets their ever-changing needs. She has developed the observations and assessments she completes on the children, to inform her planning. She works closely with other settings the children attend to ensure a holistic approach to the children's learning, as well as ensuring a continuity of care. The extensive knowledge she has about each individual child means that she is able to plan child-centred activities that are based on their emerging interests.

The childminder evaluates her practice regularly and is aware of her strengths as well as areas for improvement. She has produced well-written, clear policies and procedures, which she shares with parents. The childminder obtains the views of parents through

questionnaires and regular discussion to help her evaluate her childminding service. Comments made by parents indicate that they are more than happy with the care their children receive. She has developed strong links with other professionals to support children and their families. The childminder has strong links with local schools and meets regularly with other childminders for support.

### **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

<b>Unique reference number</b>	EY413212
<b>Local authority</b>	Kent
<b>Inspection number</b>	896728
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

