

<b>Inspection date</b>	20/11/2014
Previous inspection date	22/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 has good partnerships with parents and as a result, parents remain well informed about their children's progress.
- The childminder identifies children's learning needs and interests and uses this information effectively to support their next steps for learning.
- The childminder provides a nurturing and child-centred environment, where all children form secure emotional attachments.
- The childminder has a good understanding of safeguarding and how to protect children. There are policies and procedures in place to effectively support her practice, to help to ensure children are safe and secure.

### **It is not yet outstanding because**

- The childminder has not established clear links for sharing information with other early years settings children attend to ensure the continuity of care and learning.
- The childminder does not always involve parents and children in the self-evaluation process in order to improve practice and the outcomes for the children.

## 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 spoke with the childminder at appropriate times throughout the inspection and completed a joint observation.
- The inspector reviewed a selection of policies and procedures including safeguarding.
- The inspector looked at the children's learning journey records and planning documentation.
- The inspector checked evidence of suitability, and qualification of the childminder.
- The inspector took account of the views of parents through discussion and from written information in letters.

## Inspector

Maxine Ansell

## Full report

### Information about the setting

The childminder registered in 2008. She lives with her husband and three children in Canterbury. The whole ground floor of the childminder's house is used for childminding, there is a downstairs toilet and a fully enclosed garden for outside play. The childminder is currently minding seven children, four of whom are in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is in receipt of funding for early education for two-, three-, and four-year-olds. She walks to local schools to take and collect children. The childminder attends the local toddler groups and visits the local library and museum.

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

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

- develop ways to monitor the strengths and weaknesses of the setting, taking into account the views of the parents and children
- further strengthen information sharing with other early years setting that children attend to ensure continuity of care and learning.

### Inspection judgements

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

The childminder has good understanding of the learning and development requirements of the Early Years Foundation stage. This enables her to support the children's progress effectively. She plans a variety of age appropriate activities including outings that engage the children continually in interesting play. The childminder understands that children learn best through play. This means that child-initiated play is of a good quality and the childminder extends children's knowledge and understanding. As a result, children make good progress in their learning and development and have good opportunities develop independence and be active learners.

The childminder constantly gathers information about the children's individual learning styles, abilities and progress particularly when they first start. She gains information from the parents about their child's interests and abilities, makes observations, and takes photographs which she collates into the child's learning journey. She uses this information to assess their current skills and abilities and their starting points. Consequently, the childminder has an accurate assessment of the children's prior knowledge and understanding. She is therefore able to plan activities which support the children to make good progress from their starting points. Parents receive and enjoy reading very detailed

information about their children's day through a daily diary. Informal exchanges at the beginning and end of their sessions and termly progress reports inform and update the parents of their children's current stage of development and next steps for learning. As a result, support is in place to ensure that the child makes good progress across all areas of learning and development, both at home and with the childminder.

The childminder plans a flexible range of varied and interesting play opportunities throughout the week including outings to a soft play area, the local museum and library. She organises activities, resources and toys, based on the children's current interests and opportunities available within the community. For example, regular outings to toddler groups encourage the children's social skills by playing with other children. There is a range of interesting age-appropriate resources available for the young children and babies to access in labelled boxes and baskets. These include puzzles, dressing up clothes, construction toys, musical instruments and electronic resources. The childminder uses these resources to promote the children's small muscle skills. For example she provides threading and lacing activities where the children can thread buttons and shapes to make necklaces. Consequently, the children strengthen muscles needed to hold a pencil in a fun activity. The childminder also skilfully extends the children's language and mathematical knowledge at the same time. For example by discussing the lengths of the necklaces, the different shapes and colour patterns. As a result, children extend their ability to make choices, have opportunities to develop their mathematical and communication skills as they engage in a two flow of conversation.

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

The childminder has developed her home into a welcoming, child-centred environment where children of all age groups develop a strong sense of belonging. Through the development of a good relationship with parents the childminder enjoys close, trusting relationships with her children ensuring they make secure emotional attachments. This trusting relationship develops from the very start when the childminder gradually introduces the children and parents into her home. She gathers information about the children's likes, interests and care routines at the settling visits and uses this information to understand the children's individual personalities. Consequently, children feel safe and secure and the childminder effectively supports their emotional needs and well-being.

The childminder reflects daily on how the children use the different activities. Consequently, she organises her home so that the resources are accessible to the children, to enable them to make choices in their play and become active learners. In the calm and interesting environment of the playroom the childminder offers a variety of toys suitable for all the age and stages of development of the children she care for. In the outdoor area, during visits to the park, soft play area and on the walk to school collection the children have the opportunities to develop their large muscle skills. They negotiate a wide range of physical play equipment as they climb, run and balance. Consequently, children develop confidence, independence and their physical development skills.

The childminder is very aware of the children's safety and she gives the children the skills

and boundaries to manage risk for example limiting the number of children allowed on the trampoline. She has clear methods for continued safety while walking outside the home and uses strategies to teach the children how to keep themselves safe while walking along the path and when crossing the road. For example, she encourages them to hold an adult's hand or the pushchair. The childminder follows good hygiene procedures and children are encouraged to develop an understanding of their own personal needs. For example she reminds children to go to the toilet while potty training. Children bring their own lunch boxes and select what they would like to eat for snack and thoroughly wash their hands before snack and lunch and after going to the toilet. The childminder encourages the children to develop an awareness of healthy eating and foods that are good for you through discussions at lunch. As a result, through the daily routine children are learning to develop an understanding of safety and a healthy diet.

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

The childminder has very clear and effective processes in place to implement the requirements of the Statutory Framework for the Early Years Foundations Stage. She has a secure knowledge of possible child protection issues and can discuss the categories of abuse and the signs and symptoms to look for. The childminder has a secure knowledge of how to respond if she has concerns about a child in her care to protect the child's well-being. She has recently attended safeguarding training to update her knowledge and has a written safeguarding policy containing information about her use of mobile phones and cameras, which she shares with parents. She is also aware of the procedure should an allegation be made against her or a member of her family. This shows a good understanding of the safeguarding procedures and as a result she protects children's welfare and well-being effectively. All the required suitability checks, such as Disclosure and Barring Service checks are in place for the adults living in the house.

The childminder gives children's safety high priority and robust procedures are in place. The premises are safe and secure for the children and the childminder completes a written daily risk assessment, and completes safety checks to minimise any risks or hazards. She has comprehensive written risk assessments to show how she is reducing any possible risks around the home or on outings the children go on. The childminder records any minor accidents and medication, which the childminder reviews on a regular basis and are signed by parents. As a result, the childminder fully promotes the safety of the children around the home, in the garden and out in the community.

The childminder continues to review her practice at the end of everyday, thinking about strengths and areas for development in her practice. However, she does not always involve parents and children by seeking their views on her practice. This does not fully enable parents and children to have an impact on the childminders self-evaluation.

The childminder has a very good partnership with parents. She shares her wide range of policies with parents on their settling visits and parents sign to acknowledge that they have read and understood them. Parents speak very highly of the childminder they think

she is very approachable and they enjoy the daily discussion about their child. They praised her outstanding professionalism and dedication, commending the detailed information exchange in the daily diary and the wide range of activities the children experienced. However, although the childminder has systems in place to share information with parents, the exchange of information with other early years provision where the children attended is not as robust. As a result, there is not a firm two way flow of information to continue to develop the continuity and care for those children.

### **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>	EY369679
<b>Local authority</b>	Kent
<b>Inspection number</b>	829141
<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>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22/01/2009
<b>Telephone number</b>	

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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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