

Inspection date

Previous inspection date

12/02/2013

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	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's kind and gentle approach leads to children feeling safe, confident and settled.
- Parents and children benefit from the childminder's inclusion of parents in their children's learning. They work in partnership together well.
- The childminder's good knowledge of how children learn results in children making good progress across the areas of learning from their individual starting points.
- The childminder has a good ability to look critically at her practice, and make ongoing improvements which improve outcomes for children and their carers.

It is not yet outstanding because

- There are few resources which give children the opportunity to develop their mathematical skills in counting, matching and sorting.
- Although the childminder is aware of children's wellbeing at the other settings they attend, such as nurseries and schools, she does not routinely liaise with key staff to discuss details of children's learning and development or current interests. This impacts on the childminder's ability to provide a consistent approach to children's learning.

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 the childminder interacting with the children.
- The inspector discussed the childminding provision with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector discussed the childminder's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers.

Inspector

Cilla Mullane

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two children in Sturry, near Canterbury, Kent. The ground floor of the home is used for childminding and children sleep downstairs. There are a couple of low steps into the house and a low step out to the garden. The toilet is on the ground floor. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children in the early years age group on roll. The family has a pet cat and gerbils.

What the setting needs to do to improve further

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

- provide more opportunities for mathematics by providing collections of interesting things for children to match and sort in various ways, order, count and label in their play
- share relevant information with all the settings that children attend, to promote effective continuity of care and progress in children's learning.

Inspection judgements

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

The childminder shows a good ability to support children's play and help each make progress. She is led by children's interests and, as she plays with them, she includes many aspects of the areas of learning. The educational programme therefore is varied and interesting. For example, she helps young children count the cars in a favourite book and the legs on a spider, which they draw together. When children show an interest in a box of technology toys, the childminder joins in pretend phone calls and they pretend to take photographs of one another.

Children are active learners who initiate activities. The childminder appropriately lets them lead and develop their play, intervening sensitively to extend and challenge. Children initiate a ball game and the childminder introduces challenge as she encourages them to bat it back to her using their hands. Children's coordination improves as they concentrate hard to achieve this.

The childminder's accurate and thorough records of children's progress are used

effectively to track children's development across the areas of learning. The childminder is easily able to spot if a child needs extra support, and she can therefore plan activities to help them. This also enables her to find support, promptly from external sources, for children if needed and work with parents to enable all children to achieve their full potential.

The childminder works well with parents to meet children's individual needs. She finds out about children's interests and routines at home so that care is consistent. Parents are well informed about children's activities and progress, both by the childminder's good ability to share information verbally and via a diary, on a daily basis. The childminder shares her clear and concise progress records. These inform parents of how well their child is getting on and what the childminder is working on next. Parents' references show their great satisfaction with the childminder's care and education of their children. For example, all are impressed by their children's progress and enjoy reading about activities and achievements. They are happy that their children enjoy a range of outings, such as to toddler groups. They appreciate that the childminder is approachable and genuinely cares for their children as individuals.

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

Children are very settled and confident in the childminder's care. Parents comment that the childminder 'does a brilliant job' settling children. The childminder appropriately concentrates on children's personal, social and emotional development when they are new to the setting, and then plans for other areas of learning when they are ready. As a result children are keen to learn and make the most of activities and experiences.

The childminder interacts with children kindly and gently, setting a good example. She encourages children to be thoughtful and kind, so they begin to consider the effect of their behaviour on the feelings of others. Children's self-esteem is good. They are eager to show parents what they have made and show pride in their work. They are active learners who are enthusiastic to join in and persevere, which will help with future learning.

The children love fruit and the childminder encourages this good habit as they chat enthusiastically about having apple and banana at morning snack time. Children see the childminder cleaning her hands with a wet wipe, after helping with potty training, and she gives them a wipe too. This encourages them to follow her good example and helps them to start caring for their own personal hygiene.

The childminder has a good knowledge of each child's interests and favourite toys, and ensures these are ready each day, so that children feel at home and welcomed on arrival. In addition, the children know what other resources are available in the storage room and confidently ask for, or point at, what they want.

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

The childminder has a good understanding of how to meet all of the requirements of the Early Years Foundation Stage. The childminder uses risk assessments well to help maintain safe premises and, because she reviews these, new hazards are identified promptly and eliminated. For example, she has installed a safety gate due to younger children attending. The childminder makes sure her guidance regarding child protection is kept up to date to guide her practice and to accurately inform parents. She understands the procedures to follow if she has concerns about any of the children. The childminder is professional, and parents respect her knowledge and well-maintained written records.

Some of the children in the early years age group attend nurseries or schools. However, the childminder does not have consistent systems in place to ensure a coherent approach to children's learning. This is because liaison is not frequent enough to share knowledge of children's interests and progress regularly.

The childminder evaluates her practice thoughtfully and, as a result, is able to maintain continuous improvement. She regularly reviews and updates her policies and procedures so that they give parents an accurate picture of how her service operates. She adds to her resources to reflect children's current interests and developmental needs. She has set herself targets for the future. For example, she intends to provide pots and compost so that children can dig, plant and look for bugs to increase their knowledge of the natural world.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY451279
Local authority	Kent
Inspection number	811811
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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