

Inspection date

26/11/2014

Previous inspection date

02/07/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 gives a high priority to children's communication and language skills, skilfully introducing new vocabulary during play activities.
- The childminder demonstrates a good understanding of how young children learn and develop. She uses observations and assessment effectively to plan challenging activities and to identify and support their next steps in learning.
- Reflective practice and self-evaluation is used effectively to enhance the childminders practice further and includes the views of parents and their children.
- The childminder's understanding of safeguarding is secure and the policies and procedures in place fully enhance children's safety and wellbeing.
- There are strong partnerships with parents. The effective daily two-way communication ensures that parents can fully support their child's interests and learning at home.
- Children are happy and form secure attachments with the childminder, showing high levels of belonging and self-confidence.

It is not yet outstanding because

- Examples of print in the childminder's setting are often in capital letters and therefore do not fully promote children's early reading skills.

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 children during activities and their interactions with the childminder.
- The inspector discussed the childminder's reflective practice and self-evaluation processes.
- The inspector took account of comments in parent questionnaires and in the childminders comment and compliments book.
- The inspector sampled a range of documentation including children's records, accident and medication forms, and evidence of suitability of other people living on the premises.
- The inspector spoke to the childminder during the course of the inspection to ascertain her understanding of the requirements of the Early Years Foundation Stage.

Inspector

Lara Hickson

Full report

Information about the setting

The childminder registered in 2006. She lives with her husband and two school-aged children in Northfleet, Gravesend, Kent. All of the childminder's home is available for childminding. There is a garden for outside play. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, two of whom are in the early year's age range. The childminder holds a level 3 qualification in childcare.

What the setting needs to do to improve further

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

- enhance children's understanding of written print by consistently presenting this in relevant capital and lower case letters to support their early reading skills.

Inspection judgements

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

Children are making good progress in the childminder's setting as a result of her clear understanding of how they learn and develop. She uses her experience and knowledge to effectively support children's individual progress, taking into account their age, individual interests, characters and stage of development.

Children's personal, social and emotional development is progressing well. The childminder promotes children's confidence and self-esteem during activities. For example, when children put their own coats and boots on independently she praises their achievements enthusiastically. The childminder gives a high priority to developing children's communication and language skills. She talks to them constantly during play and routine activities and responds well to them when they talk to her about their interests. The childminder promotes language at a level appropriate to each child's level of understanding, asking them effective questions to enhance their problem solving and thinking skills. For example, when a child played a number game on a computer tablet the childminder encouraged the child to identify different fruits, colours and objects. She praised the child as they identified complex fruits, such as watermelon and kiwi fruit. There are opportunities for children to see print on posters and on written labels on drawers. However, much of the print in the childminder's setting is in capital letters, which does not fully support children's early reading skills. Children participate in a variety of activities to support their development of early mathematical skills. During daily routines and play activities, the childminder promotes children's early counting skills well. For example, when looking at books, during construction and threading activities the childminder encourages children to count how many objects there are.

Following the completion of her level 3 qualification in childcare, the childminder has developed her observation and assessment systems further. These clearly show children's progress and highlight how the childminder will support the identified next steps in their development. The childminder uses a learning journal to record activities children have enjoyed and any achievements or milestones. Photographs, examples of children's early writing skills and art and craftwork are used to complement each child's learning journal. This enables parents to see their child enjoying different activities and experiences while in the childminder's care. The childminder uses a guidance document in her practice to identify any gaps in children's learning or areas that require further challenge. The childminder has implemented the progress check for children at age two. She liaises with parents to reflect on how their children are developing and discusses how to support children's future progress. This promotes a consistent approach to supporting children's learning and progress.

Children are encouraged to explore and initiate their own play and learning experiences. They are encouraged to choose what they would like to play with from the variety of resources and activities available. These are generally stored at low-level, which encourages children to make their own choices from an early age. The childminder has also developed an innovative system to promote children's independent decisions further by making and displaying picture cards of different toys and resources. This allows young children to point to additional activities or toys that they would like to play with that may be stored away. In addition, this encourages the language and communication skills of younger children as the childminder introduces the names of the different toys and activities. The childminder supports children and enhances their play and learning through providing additional support and encouragement. As a result, children build their skills successfully for their future learning.

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

Children form strong emotional attachments with the childminder because effective settling-in procedures support them well. The settling-in arrangements take account of children's individual needs and their previous childcare experiences. The childminder works closely with parents at the start of their child's placement to find out about daily routines, individual care needs, interests and stage of development. She uses this information in her initial planning for children, which further supports the settling-in process. The childminder uses praise and encouragement extremely well to support children, for example, to try a new food or to attempt new activities. For example, when children count independently up to ten or recognise quite complex fruits during a computer game she offers lots of praise. This positively enhances children's self-esteem and helps them to feel confident to attempt new things. Children make good progress in their physical development. They use the well-resourced outdoor area and go on outings to local parks where they use different play apparatus. The childminder supports children to develop their skills by being on hand to reassure them as they use different equipment. She shows her delight when children are able to use more complex equipment, such as her climbing wall area. This encourages children to challenge their physical skills and builds their confidence.

The childminder promotes children's health and well-being effectively. She holds a valid paediatric first-aid qualification ensuring that she can respond appropriately in the event of a child becoming unwell or having an accident. Parents complete comprehensive contracts and child record forms at the start of their child's placement, which clearly outline their child's individual dietary requirements. This enables the childminder to provide healthy, nutritious meals and snacks in line with children's individual needs. The childminder supports children to develop independence in their self-care skills, such as taking themselves to the toilet independently. This supports them to develop skills and confidence so that they are prepared to start nursery or school.

The childminder effectively supports children to feel and to keep safe. She supervises children well during activities and when on outings, supporting them to develop an awareness of safety. For example, she discusses road safety with children when on outings and plans activities to further enhance their understanding of when it is safe to cross the road. Children recently made coloured signs in red and green to support their awareness of when to stop and when to cross the road. As a result, children now confidently tell the childminder that a red light means 'stop' and green one means 'go'. Thorough written risk assessments identify potential hazards and the action the childminder has taken to minimise the risks to children.

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

The childminder demonstrates a secure knowledge of child protection issues and the procedure to follow if she has cause for concern. She has a clear understanding of the signs that would raise her concerns about children's welfare and her responsibility in respect of recording and reporting concerns. The childminder maintains all the required records necessary to promote children's care and well-being. For example, she keeps an accurate record of children's attendance, information on their individual needs and she documents any accidents and any medication she administers to children. Good collection procedures ensure that children are only released to authorised adults. Children learn how to keep safe during play activities and during routine activities. For example, they practise the fire drill on a regular basis to ensure that they are aware of the procedure to follow in an emergency. These procedures help to support children's ongoing safety and welfare.

The childminder demonstrates a positive attitude towards the ongoing development of her childminding service. She has effectively addressed the actions raised at her last inspection. The childminder continuously reviews her practice and the toys and activities she provides for children. This ensures that she provides appropriate challenge and interest to meet children's individual needs. The childminder uses ongoing daily feedback and provides questionnaires to parents to gauge their views and those of their children. This supports her to evaluate and improve her provision further. The childminder has completed additional training since her last inspection, including a level 3 qualification. This has helped her to review and develop her practice further to enhance her setting. This demonstrates her clear capacity for improvement.

The childminder has established close relationships with parents, informing them effectively of their children's care, learning and development. She liaises with them verbally upon arrival and collection, and records information for the parents of younger children in daily contact books. These provide parents with information on their children's day and any new achievements or interests. The contact book encourages two-way communication and parents value the comments made by the childminder. For example, at home they offer new foods to their children to try or buy toys their children have enjoyed playing with at the childminders. The consistent approach between home and the childminding setting positively enhances children's care and learning. Feedback from parents and children is extremely positive. For instance, parents comment 'my child is very happy so I know her needs are being met'. Children state 'I really enjoyed being at your house and especially your delicious food' and 'thumbs up to the best childminder in the world!'. The childminder has established strong partnerships with the local nursery and school to support continuity for children's ongoing progress and development.

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	EY337292
Local authority	Kent
Inspection number	983411
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	02/07/2014
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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