

Inspection date

Previous inspection date

26/11/2014

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	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 makes good use of the outdoors to enable children to develop a healthy lifestyle.
- The childminder carries out robust risk assessments and effectively monitors the areas children use to ensure they are safe.
- The childminder's warm and kind interaction makes children feel safe and valued.
- The playroom is well organised to meet children's learning and development needs.

It is not yet outstanding because

- The childminder has limited resources to help children develop an awareness of diversity in the wider community.
- The childminder does not always provide experiences, which support children to explore imaginative resources that stimulate their senses.

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 with the childminder her plans to move the provision forward.
- The inspector spoke with the childminder at appropriate times throughout the observations of children's play and learning in the home.
- The inspector sampled policies and procedures, and discussed with the childminder her understanding of how to safeguard children.
- The inspector looked at all areas used for childminding and discussed with the childminder how she would care for babies.
- The inspector discussed risk assessments with the childminder in relation to health and safety.

Inspector

Sara Garrity

Full report

Information about the setting

The childminder registered in 2011. She lives with her family in Ashford, Kent. The whole of the downstairs is used for childminding. There is a fully enclosed garden. The childminder has three children on roll of whom one is in the early year 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 per week from 7am to 6pm 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:

- further enhance children's learning through providing a wide range of resources to stimulate their senses by exploring and experimenting with materials
- provide a wider range of books and resources that reflect positive images of diverse backgrounds, including disabilities, to promote children's acceptance of differences.

Inspection judgements

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

The childminder demonstrates good knowledge of the areas of learning and development in the Early Years Foundation Stage. She has a designated playroom where the children are able to make choices in their play from the wide selection of resources. The childminder sets out the room to enable the children to explore the environment accessing equipment independently from low-level storage containers. She labels the containers, with words and pictures, to show the children what is inside as well as supporting them to begin to understand that words have meanings. The childminder joins in activities to help support and develop the children's learning. The children are eager look at the new toys the childminder has bought for them, they share and take turns with the puzzles, excitedly showing friends and visitors when they have found where all the pieces fit. The childminder supports the children's problem solving skills as she lets them try to fit the pieces before offering assistance.

The childminder has a good knowledge and understanding of the children's interests and builds on these to extend the children's learning. For example, they go out in the community to look at the diggers working in the area. They read books about transport to encourage both literacy and mathematics, counting the diggers as read the story. Consequently the children are learning about the world around them. The childminder

makes effective use of questions and gives children time to respond. Children eagerly chatter away to themselves as they investigate the play food. They excitedly searched for the broccoli the childminder had asked them to find; they listen and demonstrate a good understanding of how to follow instructions. The childminder extends the activity further by naming the different foods and encouraging the children to repeat the words. She is supporting the children to increase their communication and language development. The quality of teaching is good because the childminder focuses on key areas of learning, such as personal, social and emotional development. She provides the children with a variety of stimulating, age-appropriate resources and activities to support their play. However, opportunities for children to learn about their own and other cultures are not as evident.

The childminder carries out observations on the children, which she uses to identify their developmental needs and current interests. She works closely with parents to ensure that she has a good knowledge of the children's preferences and care routines prior to them starting at the setting. The childminder collates the observations and photographs in the children's learning journeys, which she regularly shares with parents. She has a good understanding about how to plan to meet the children's stage of development. However, children are not always able to explore and investigate their senses through a variety of textures. The childminder has completed the progress check for children aged two and is aware of how to complete assessment reports for those children going through to school.

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

The childminder is devoted to making her home a friendly, welcoming environment for children and their parents. The children explore the activities on offer developing their confidence and self-esteem with the reassurance that a familiar adult is close by for cuddles. The childminder is aware of the need to support the children to manage the hazards in the environment and is constantly vigilant while the children are in her care. The childminder provides the children with daily opportunities to play in the fresh air. She takes the children to the park to develop their large muscles, climbing and balancing on the large play equipment. Frequent outings to indoor and outdoor play areas further promote children's physical development as they start to learn about the importance of healthy lifestyles. The children particularly enjoy trips on the bus to the beach where they are able to find out about the world around them.

The childminder makes good use of meal times, as she talks with the children about what they have been doing as well as what they would like to do next. This supports the children to have a voice in their daily activities. The childminder also uses this social time to discuss with the children why it is important to eat fruit and vegetables. The children have a variety of foods for snack time; they particularly enjoy small oranges and apples. The childminder offers the children balanced nutritious home-cooked meals, which are freshly prepared. She is also aware of allergies and any specific food preferences. The children wash hands before having meals. The childminder teaches them why it is important to keep their hands clean. Therefore, the children learn self-care as they follow good hygiene practices.

The children's behaviour is good, they are happy to play alongside others and respond well to requests, for example, the children are eager to pass puzzle to friends. She plans outings within the immediate areas, which enables children to develop an awareness of their local community. The children enjoy visiting the library as well as visiting schools to become familiar with new environments. This prepares them for the next stage in their development.

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

The childminder has produced clear and effective procedures. These ensure her provision operates efficiently and benefits all the children who attend. She demonstrates that safeguarding children is a priority. She carries out regular fire drills with the children as well as comprehensive risks assessments and understands how to keep children safe at all times. The childminder also holds a valid first-aid certificate and 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. She has all required documentation which enables her to further support children's well-being. Therefore, the childminder gives high priority to providing a safe and secure environment for all children. The children are making good progress in their learning as a result of the help and support they receive from the childminder.

In the short time she has been operating, the childminder has developed positive relationships with parents. Parents are very happy about the service they receive from the childminder and enjoy reading through the children's learning journey as well as assessments that are more formal. The childminder keeps parents well informed about their children's progress each day; as well as making effective use of new technology to keep parents updated with photographs and messages. She demonstrates a good understanding of keeping children's data protected.

The childminder has clear aims to develop her practice further. She is able to identify the strengths and areas for improvement in her setting. The childminder demonstrates a commitment to enhancing her own knowledge and skills by updating her qualifications as well as attending additional training events, run by the local authority. She is developing links with other professionals to support children and their families; she has contact with local schools, to support children with school readiness.

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	EY431663
Local authority	Kent
Inspection number	887914
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	1
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.

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.

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