

Inspection date	28/11/2014
Previous inspection date	16/12/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 provides a good variety of toys and resources that, overall, she uses well to promote children's learning and development.
- The close relationship between the childminder and children helps them settle and gain confidence.
- The childminder manages children's behaviour well, taking their individual needs into account.
- The childminder is keen to develop her practice and attends training courses to improve her knowledge.

It is not yet outstanding because

- The childminder does not encourage children to make marks or practice their early writing fully during a range of play situations.
- There is a wide range of resources and print available but this does not reflect all cultures and home languages fully.

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 viewed the rooms used by children.
- The inspector observed children and the childminder during play activities.
- The inspector had discussions with the childminder.
- The inspector checked evidence of safeguarding knowledge and took account of the childminder's self-evaluation and views of parents.

Inspector

Sue Taylor

Full report

Information about the setting

The childminder registered in 2010. She lives with her husband and three children in Ashford, Kent. The home is close to shops, parks and schools. The ground floor of the childminder's home is available for childminding, with use of the first floor bathroom. There is an enclosed garden for outdoor play. The family has a cat and goldfish. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is currently minding six children, all of whom are in the early years age range. She also cares for children aged over eight years. The childminder supports children who are learning English as an additional language. The childminder collects children from the local school. She is able to receive funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- provide a wider range of experiences, both inside and outdoors, which enable and encourage children to use materials and tools to make marks and to practise early writing.
- improve the use of children's home languages and culture across the environment and in their play, to promote diversity fully and help develop all children's awareness of differences among people

Inspection judgements

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

The childminder gets to know children well and this enables her to promote children's learning and development effectively. She observes children as they play and she assesses where children are in their learning using her child development guide. The childminder keeps records of children's progress so she is able to identify any learning gaps to address. She decides on the best next steps for learning based on her assessments of each child's achievements. The childminder shares information with parents regularly and they take the learning records home. As a result, they know what areas the childminder is working on and can support these at home. The childminder produces the required progress checks for two-year-olds and shares these with parents to keep them informed. Overall, children are making good progress, which helps prepare them for school.

The childminder uses children's interests to motivate them to join in with planned activities. She works on improving children's concentration levels, as she knows this helps prepare them for school. There is a wide variety of toys accessible to children in the play area. This encourages them to have the confidence to make choices about their play. There are paper and pencils to hand that children use. However, the childminder is not encouraging mark making, and writing for a purpose, fully in different play situations for children to practise their early writing. At the inspection, children enjoyed the modelling dough activity and used the tools well to manipulate the dough and make shapes. This supports their developing physical skills. The childminder encourages children to explore and investigate. Children were very keen to investigate a range of natural items found on a recent walk. The childminder used a large tray to give children space to explore the items easily. The childminder happily provided the children with water so that they could explore different sized containers. The children had great fun as they poured water from one bowl to the other or played with the water in the tray. The childminder supports children's developing language and communication well. She values what children have to say. She describes what children are doing and asks questions while encouraging them to think before they answer. The childminder has a box of resources that she uses for outdoor play, including spades for digging or magnifying glasses for exploring. This helps to make children's outdoor play more interesting and challenging.

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

The childminder develops close and caring relationships with children. As a result, they settle well and are happy. The strong emotional well-being they gain supports them well for future moves. The childminder knows children well and adapts her behaviour management effectively to teach children how to behave acceptably. Children tidy resources away willingly when they finish an activity. The childminder gives consistent messages as she helps children to share and take turns. She encourages children to develop confidence and independence to help prepare them for school. For example, children know to wash their hands before eating or go to the toilet when they need. Children enjoy activities with the childminder but they are also learning to develop their own play at relevant times.

Children are learning about keeping themselves safe. Children practise emergency evacuation drills regularly and know where to gather when the smoke alarm goes off. The childminder teaches children to use tools, such as scissors and knives, safely. They use knives to cut their fruit at snack time or scissors to practise cutting with the modelling dough. Children bring food from home for snacks and meals. The childminder provides parents with ideas for healthy options. Children use the garden and local parks for developing confident physical skills as they climb, run and balance. This helps children learn about the importance of having a healthy lifestyle. Children know they can make choices from the low-level selection of good quality resources in the play area. They confidently take toys into the lounge to play with. The childminder uses her resources and toys well to support children's learning. The environment is welcoming and child friendly. However, there are few resources to reflect children's cultural backgrounds. As a result,

children do not gain a positive awareness of the wider world fully.

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

The childminder meets the safeguarding and welfare requirements well. She is confident about her role in helping to keep children safe. The childminder maintains a safe and secure home. She reviews her risk assessments regularly and keeps note of any actions she has taken, for example, replacing a broken fence panel. The childminder has a good knowledge about possible child protection indicators. She is confident about the processes to follow if she has a concern. The childminder reflects on her practice and is very keen to improve. She has met the recommendations from her last inspection and been on a number of training courses to improve her knowledge. The childminder intends to attend more training, such as for supporting children with special educational needs. She has plans to develop her garden to create a better learning environment outside. The childminder demonstrates a positive capacity for continuous improvement.

The childminder shares written policies and procedures with parents so they are aware of her practices. She engages with parents positively, encouraging them to share their thoughts through discussions or questionnaires. Comments seen show that parents are happy with the care their children receive. The childminder knows to encourage feedback on how parents are supporting children's learning at home. The childminder is aware of the need to work in partnership with other professionals, when appropriate, to support children's development. She is monitoring children's achievements suitably to identify any learning gaps to address.

She regularly communicates with other early settings children also attend. This helps her have a wider knowledge of individual children. In addition, it means she can share detail about children's progress in their learning and development. The childminder meets the learning and development requirements well.

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	EY406872
Local authority	Kent
Inspection number	844976
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	16/12/2010
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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