

Inspection date	08/12/2014
Previous inspection date	18/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 caring and nurturing environment, where all children form secure emotional attachments.
- The childminder has a good understanding of safeguarding procedures to promote children's welfare. Appropriate routines and risk assessments help her to maintain a safe and secure environment.
- The childminder skilfully engages and involves children in stimulating activities. Consequently, children are well motivated, active learners.
- Partnership with parents is strong because the childminder regularly exchanges information both verbally and in writing. As a result, parents remain well informed about their children's progress.
- The childminder uses activities and skilful questioning to model and support children's acquisition of language and communication skills.

It is not yet outstanding because

- The childminder does not use different kinds of print in the learning environment extensively to help her to develop children's literacy skills.
- The childminder does not always fully extend the older children's knowledge of letters and sounds to support their 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 in their play and their interactions with the childminder.
- The inspector reviewed the children's assessment records, planning documentation, self-evaluation, and a selection of policies and procedures.
- The inspector viewed all areas used by children, including the outdoor environment.
- The inspector took account of the views of parents through discussion and from written questionnaires.
- The inspector checked evidence of suitability, and qualification of the childminder.

Inspector

Maxine Ansell

Full report

Information about the setting

The childminder registered in 1987. She lives with her husband and operates between 8 am and 6 pm each weekday. The childminder lives within easy reach of local shops, schools, pre-schools, the park and the beach and she attends the local carer/toddler group on a regular basis. The whole ground floor of the childminder's house is used for childminding, the toilet is upstairs, and there is a fully enclosed garden for outside play. The family has two pet cats. The childminder is currently minding eight children, of whom four are in the early years age range and attend on a part-time basis. 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 the provision of free early education for two-, three-, and four-year-olds.

What the setting needs to do to improve further

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

- further develop activities to promote the older children's phonic knowledge
- broaden opportunities for children to see environmental print in the home.

Inspection judgements

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

Children happily attend this friendly and welcoming childminder's home. The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She extends the children's learning through good teaching and fun play activities. The childminder plans a range of interesting, age-appropriate activities and outings that engage the children in their learning. As a result, children make good progress through the Early Years Foundation Stage and have many opportunities to be active learners. The childminder has systems in place to gather information about the children's prior knowledge and learning from parents at their settling-in visits. After collecting observations and photographs of the child's first few weeks the childminder completes a baseline assessment which informs her of the child's current interests and abilities. The childminder uses this information to assess their starting points and develop her next steps for planning. Consequently, the childminder has an accurate assessment of the children's prior knowledge and understanding. She is therefore fully able to support the children to make good progress from their starting points. Parents receive regular information about their children through the good use of verbal discussions and a daily contact diary which informs them of the activities completed during the day. The childminder also makes effective use of meetings where the parents can discuss their

child's development. They are also able to look at the observations and photographs in their child's learning journeys.

The childminder enables the children to access a broad range of opportunities to develop their learning. She plans a flexible range of varied and interesting play opportunities and outings throughout the week. The children have opportunities to attend the library and participate in a Rhyme Time to extend their knowledge of reading. The childminder regularly takes children on outings to the beach, local woods, park and local allotments. As a result, the children have opportunities to extend their understanding of their local community and expand their knowledge of nature and the world around them. The childminder has considered the layout of her house and how to organise activities to extend children's learning. For example, children enjoy creative play in the kitchen. They choose from labelled boxes containing cars, trains and tracks, puzzles, construction blocks, musical instruments and electronic resources in the lounge. However, the childminder does not fully enhance the use of environmental print within the home to encourage the children to see written words. For example, although children self-register, moving their photograph and name into a picture of a house, the display contains no further written information.

The childminder uses the resources effectively to promote the children's small muscle skills; for example, she provides the younger children with toys they can grasp, press and pass from hand to hand. She promotes good opportunities for the children to develop their small muscle movements and handling skills through messy play activities. For example when mixing the cornflour mixture with glue sticks and painting and rolling the pinecones across sheets of paper. Therefore, children are strengthening muscles needed to hold and manipulate pencils. As a result, children make good progress in physical development, extend their independence skills and have opportunities to develop their early writing skills. However, although early writing skills are strongly promoted, the development of phonic knowledge is less well supported. Children have opportunities to read books and the childminder is skilled at expanding children's interests in books. However, games and activities for older children to develop their knowledge of letters and sounds are less well planned.

The childminder is skilled at promoting a language rich environment, which builds the children's language and communication. She provides a running commentary to introduce new words and label actions in meaningful contexts. For example, when the children were engaged with the cornflour activity the childminder used descriptive language such as 'dripping' and 'sticky'. As a result, children are making good progress in their communication and language development.

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

The children are confident, settled and happy with the childminder. She is sensitive to their needs and develops warm, affectionate attachments with the children by providing a caring, nurturing environment. The childminder ensures that she divides her time effectively so that children get equal attention during their time with her. This helps to

build their self-esteem, confidence and promotes good behaviour. The childminder is a good role model and encourages respect and behaviour with the children that is acceptable. The childminder has a behaviour policy and has good, consistently used behaviour strategies in place. For example, the childminder encourages the younger children to share and redirects a child's attention to a more interesting toy, using positive reinforcement. As a result, all children behave well, understanding the boundaries in place and need very little support to share and take turns.

Children benefit from a wide range of experiences that help them to learn about healthy lifestyles. The childminder supports and enriches the children's knowledge of fruit and vegetables with visits to the local allotments where the children learn about growing, caring, picking and cooking fruit and vegetables. As a result, children are encouraged to develop an understanding of how fruit and vegetables are grown and how they taste.

The childminder develops the children's physical development well; children have daily access to the outdoor area or go on stimulating outings. They benefit from the fresh air, have opportunities to use their large muscles while climbing, running up sand banks and negotiating a range of physical play equipment at the park. Consequently, the children begin to understand in a fun way the effect of physical activities on their bodies.

The childminder follows good hygiene and safety procedures, for example, as children thoroughly wash their hands in individual bowls before snack and lunch. The childminder is very aware of the children's safety and gives the children the skills to manage risk. For example, children understand that they can cross the road when the green man is showing at a pedestrian crossing and the childminder introduces the older children to stranger danger. They participate in regular emergency evacuation practices and the older children like to record the details in the fire drill book. As a result, children increase their knowledge about how to keep themselves safe from harm.

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

The childminder has clear and effective systems in place to implement the requirements of the Early Years Foundations Stage. She has a comprehensive set of written policies which she shares with parents at their child's settling session. These include a thorough safeguarding policy, which she updated following her last inspection and recent training. The childminder has a secure awareness of safeguarding; therefore, children's welfare is promoted strongly. She is aware of the signs and symptoms to look for that may indicate concerns about a child's welfare, and the process to follow to report such concerns. The childminder knows the process to follow should she have an allegation made against her or a member of her household. This shows a good understanding of the safeguarding procedures and as a result, the childminder protects children's welfare and well-being.

The premises are safe and secure for the children and safety is a high priority with robust procedures in place. The childminder completes a daily visual checklist of the premises and any hazards found are made safe. She has comprehensive written risk assessments

for the various outings the children go on to minimise the risks. There are well-organised systems in place, such as an accident book, administering medication records and regular checks on play and first-aid equipment. Therefore, all these effective strategies help to ensure the safety of the children around the home, in the garden and out in the community.

The childminder is well organised and thoroughly records all aspects of the children's learning in detailed learning journeys. She regularly monitors the children's records to ensure they make good progress from their starting points. The childminder uses this information to complete quarterly assessments on the children, developing their next steps planning to continue to ensure the children make progress in their learning. The childminder completes the required progress check for two-year-old children and encourages parents to share this with the health visitor at their two-year health checks. Consequently, because the childminder has thorough systems in place so that children make good progress in all areas of learning.

The childminder has a good partnership with parents. She starts to build good relationships by sharing her wide range of policies and procedures with parents on their settling visits. This allows the parents to understand the childminder's work ethic and they then sign to acknowledge that they have read and understood the policies. The childminder discusses the children's learning experiences on a daily basis and updates the parents with a written next steps report. Consequently, the continuity of children's learning and care is good and teaching continues at home.

The childminder has a fully embedded system in place to seek both parents' and children's views of her practice through the use of evaluation questionnaires. These enable her to gather information about the parents' and children's views and involve them in her reflective process. Parents were very complimentary when spoken to and in the questionnaires seen, praising the welcoming, attentive and friendly manner. They complimented the childminder for her secure caring environment and the regular updates on their child's progress. As a result, the two-way flow of the information means parents', children's views and opinions are included in the planning for improvement, and the children's needs and requirements are met.

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	126227
Local authority	Kent
Inspection number	840563
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	18/11/2009
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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