

Inspection date	10/12/2014
Previous inspection date	19/05/2009

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 ensures she has up to date information so that she can meet the individual needs of each child in her care.
- Children's progress records are well kept and regularly updated, parents also contribute to these to help provide continuity of care for their children.
- The childminder spends all her time with the children and the interaction between them is good.
- The childminder provides fresh, home cooked meals, helping ensure children benefit from nutritious and balanced foods.

It is not yet outstanding because

- Children are not always able to benefit from outdoor play on a daily basis.

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 held discussions with the childminder throughout the inspection.
- The inspector observed the children and sampled relevant documentation.
- The inspector provided feedback to the childminder.

Inspector

Mary Vandeppeer

Full report

Information about the setting

The childminder registered in 2004, she lives with her husband and three children in Minster, Sheerness. The whole of the downstairs of the childminder's home is used for childminding. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is currently minding five children in the early years age group. The childminder also offers care to school age children. The childminder collects children from the local school and pre-school and also attends a toddler group and local childminding group on a regular basis. The family has guinea pigs and a cat kept as pets.

What the setting needs to do to improve further

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

- improve further the opportunities for children to play in the garden on a more regular basis.

Inspection judgements

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

The childminder interacts very well with the children. She displays a good understanding of how they learn through play. The childminder makes sure children are able to choose from a wide range of age-appropriate, stimulating toys and resources. She also encourages children to try different or new activities. This helps promote their personal, social and emotional development, developing confidence and self-esteem.

Before children start with her, the childminder makes sure she acquires from parents all relevant and important details about children's background. This includes personal information and individual needs. The childminder also ensures she finds out what stage children are at and what they can do. For example, if they crawling or walking yet, if they can feed themselves, dress themselves and what they enjoy playing with. The childminder carries out and records evaluative, regular observations on each child. This helps her track children's development and learning progress. The childminder uses this information to help her plan and provide challenging and interesting daily activities.

The childminder provides a dedicated play space, which contains a variety of interesting toys and activities for children to choose from and explore. For example, on the day of inspection they enjoyed playing with a builder's tray, which had a mixture of pretend snow and rice. Children used different toys and figures, some brought from home, to push through the snow and make marks. They played alongside each other very well. They interacted and had fun as they threw the snow and watched it land on each other. There

is a lot of laughter and children are learning how to respond to others. The children were free to move away from this activity and play with other available resources, such as a treasure basket filled with pine cones, baubles and other natural items. This resulted in children learning new words, describing what they felt, for example, shiny and smooth baubles. They enjoyed exploring and found empty plastic bottles which they filled with a string of beads and shake to make a noise. They looked to the childminder to help and guide them as they had trouble doing up the lid on the bottles. She is always ready to support and help children when they need it.

The outdoor garden area is available for use but the childminder does not always use it fully to enable children to freely explore on a daily basis. However, children have regular opportunities to further develop their physical skills on visits to local parks. They are also able to enjoy regular visits to local toddler and childminding groups; where they can choose to play with additional stimulating activities. For example, sand and water play and painting, which further promote children's imagination and creativity. The childminder makes good use of the activities children show an interest in, encouraging their speech and listening skills. The childminder plays with the children at their level and interacts very well with them. The childminder encourages them to communicate with her, promoting their language development. Children always display pleasure and pride whenever the childminder praises them. She ensures there is also time for children to rest and enjoy quiet time.

The childminder uses different resources to help the younger children learn names of colours, shapes and how to count. The childminder makes time every day to discuss the children's routine and progress with their parents. Children's learning journey development records are available for parents to view at any time. Parents regularly contribute to these, by providing information about what their child has achieved at home.

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

The childminder clearly works hard to provide children with a warm, homely and child-friendly space to play in. Children clearly feel at ease with her and she makes sure she gives them lots of attention to help them settle. The childminder is clearly knowledgeable about the importance of promoting children's welfare and well-being. The children love her to join in with their chosen activities and they show how secure and safe they are in her company. The childminder is always on hand to comfort children if they need or want it. She promotes young children's independence well and encourages them to respond to their own needs. The childminder encourages them to help themselves as they choose what activities they want to do and explore and extend their own play. She provides toys and resources that interest them, such as messy play activities, puzzles, cars and craft and mark making materials. The childminder shows she understands how important it is to praise children for their achievements and how this promotes their feelings of pride and confidence in what they do.

The childminder displays a good knowledge and understanding of what she would do if she had any concerns about a child in her care. Her well-written and easy-to-read policies

and procedures, including those regarding child protection and children's safety, confirm and support her role and responsibilities. These help to ensure she safeguards children's welfare and well-being.

The childminder provides children's drinks and snacks. She and parents share the provision of children's meals. The childminder prepares fresh, home-cooked food which is nutritional and balanced; helping promote children's understanding of a healthy lifestyle. The childminder has attended a recognised first-aid course. As a result, she shows a good understanding about how to treat any minor injuries children might sustain. The childminder's regular risk assessment procedures mean children can play in environments that are suitable and free from hazards. Children show they really enjoy being in the childminder's company and feel safe and secure with her. It is clear they have bonded well together and display trust in her.

The childminder has age appropriate and individual expectations of the children; for example, she expects them to listen to her when she is telling them something useful or important. She has good, straightforward strategies in place to manage individual children's behaviour. It is clear the children feel respected and valued by the childminder as she encourages them to achieve what they want to.

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

The childminder's policies and procedures show she has a good knowledge and understanding of the requirements of the Early Years Foundation Stage. The childminder's effective and clearly-written procedures include safeguarding and complaints. These result in a well-organised provision and benefit all the children who attend. Each child has a learning and development folder, where the childminder keeps her recorded and evaluative observations. She supports these with photographs and samples of children's own work and creations. The childminder's recorded assessments of children's progress are linked to each of their individual stages of development. These show that children are progressing and achieving well in all areas of learning. The childminder also identifies each child's next steps and follows them up. This provides effective monitoring of any specific learning needs.

The childminder also uses an efficient process to help her reflect and self-evaluate her service. This means she is able to assess and implement any changes required. These include her intention to attend further childcare training and workshops and to improve her record keeping methods. The childminder keeps up to date with current practices, for example, exploring interesting and new play opportunities for children. The childminder displays a strong commitment to continue with improving the processes already in place. The childminder confirms that she encourages parents to comment about the service she provides. Letters of appreciation show how pleased they are with their children's progress since being with the childminder. Parents provide signed consents for various aspects of their children's care and learning, such as emergency medical treatment if required. The

childminder is able to prepare children well for the next stage in their learning.

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	EY277412
Local authority	Kent
Inspection number	843590
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	19/05/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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