

Inspection date

17/12/2014

Previous inspection date

24/11/2010

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 and her assistant are sensitive and supportive of children's individual needs; as a result, they are happy and settled, and form secure attachments.
- Effective observation, planning and assessment systems show that children make good progress in their overall development.
- The childminder builds positive relationships with parents, keeping them well informed of their children's care and learning.
- Children are safeguarded because the childminder and her assistant have an up-to-date knowledge and understanding of child protection issues and considers they safety well.
- The childminder uses self-evaluation effectively to analyse the quality of her service.

It is not yet outstanding because

- Children do not always have the chance to make their own choices at snack time, and help with the preparation, which reduces the opportunity for them to apply their independence skills and enhance their understanding of healthy eating.
- There are fewer opportunities for children to see printed words outdoors to extend their early literacy 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 activities in the main playroom and outdoor area.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector took account of the childminder's self-evaluation processes.
- The inspector checked evidence of suitability and the qualifications of the childminder and her assistant.

Inspector

Nicola Jones

Full report

Information about the setting

The childminder registered in 2010. She lives with her husband and three school-aged children in Shepway, Maidstone, Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. There are stairs to the bathroom on the first floor level. The childminder visits local community groups, and collects children from local schools. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently fifteen children on roll, twelve of whom are in the early years age group and attend on a part-time basis. The childminder works with an assistant. She operates all year round Monday to Friday, and occasional weekends. The childminder receives funding for the provision of free early education for two-, three- and four-year-olds. The childminder holds an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance the outdoor area with different types of print, so children can learn about words as they play and explore outdoors
- provide further opportunities for children to help at snack time, to extend activities that promote children's understanding of healthy eating.

Inspection judgements

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

The childminder and her assistant have a good understanding of the areas of development, and how children learn. The childminder carries out observations during activities and notes the children's achievements. Clear records of progress, including photographs, show children's emerging skills and their next steps in their learning. The childminder displays her planning to inform parents about current themes and events. To link with the Winter and Christmas theme, children take part in related sensory activities. For example, they explore play snow and talk about the different textures. Parents are well informed about their children's progress and are effectively encouraged to share learning at home. For example, the childminder records children's progress through an on-line system, and these are readily accessible to parents. Information is exchanged through an electronic daily diary, which enables the childminder and parents to support children's next steps for learning together. Through this system, parents are encouraged to share their own observations of children's interests and achievements. A secure procedure is in place to complete the required progress check for two-year-old children. The childminder

has good links with other settings that children attend. This enables her to share relevant information about children's learning and development with key persons and promote continuity of care.

The childminder provides a warm and welcoming environment. The childminder has a good quality of resources, which cover the seven areas of learning and are stored in low containers that are clearly labelled. This means children are able to make their own choices to support their play. The childminder carefully plans the areas children use, to provide a rich learning environment. There is direct access to an enclosed garden area which is equipped with a good range of resources. This promotes children's physical skills through climbing and balancing apparatus. However, there are few opportunities in the outdoor area for children to see print, to further support their early literacy skills. Children have opportunities to develop their understanding of the world by going on walks to the local parks, and growing their own vegetables outdoors.

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

Children's well-being is given high priority because the childminder and her assistant promote their self-esteem well. They give lots of praise and positive reinforcement with children, encouraging them to learn. Children are happy, confident and settled. They have clearly developed close attachments with the childminder and her assistant, both of whom have a very positive and warm nature with the children. For example, children enjoy playing alongside them while making models with the play dough, and during small world play with farm animals and building bricks.

There are effective settling-in procedures, in order to ensure help children feel secure in the childminder's home. For example, they visit several times before they start to build up their confidence as they become familiar with the new environment, other children and their new carer.

The childminder creates a welcoming environment. This is enhanced by children's art work thoughtfully displayed. Consequently, children develop a strong sense of belonging, and are able to recall and reflect on their learning. Daily routines and care practices are effective in ensuring children learn to become independent. For example, children make choices about what they would like to play with, because toys and resources are easily accessible. Children learn to put on their own coat and shoes before playing outside.

The childminder supports early awareness about healthy lifestyles. For example, children help to plant and grow their own vegetables. However, children do not always have the opportunity to make their own choices at snack time, and help with the preparation to fully enhance their learning about healthy eating. Children learn about other practices that contribute to a healthy lifestyle as they wash their hands before mealtimes, and after messy play. Children have good access to daily fresh air and exercise. This helps them to learn about the benefits of physical activity on their bodies.

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

The childminder works alongside an assistant to support her in her childcare provision. This enables the childminder to maintain ratios and good levels of supervision. The childminder and assistant have first-aid qualifications so that children remain safe when in their sole care at any time. The childminder instigates appropriate checks are completed to ensure her assistant remains suitable to work with children. The childminder has a thorough knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This is supported by an effective range of written policies and procedures which are shared with parents. For example, the safeguarding policy contains information about the use of mobile telephones and cameras in the setting, and contact details to make a referral if the childminder had concerns regarding the welfare of a child in her care. The childminder and her assistant have attended safeguarding training to strengthen their knowledge. The environment is safe and secure and the childminder carries out daily checks to minimise risks to children. Regular fire evacuation procedures are carried out with the children. This means children learn ways to keep themselves safe, particularly in the event of a fire.

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She regularly undertakes written observations and assessments and plans for children's next steps in learning. She tracks children's progress and shares this information with parents through a secure electronic online system, so they are aware of their child's stage of development. As a result, children's individual needs are effectively met through educational programmes that cover all areas of learning.

The childminder has completed a thorough self-evaluation, reflecting on ways to improve the service that she provides, including the views of the children and parents. Partnerships with parents are well established. This ensures that children's development is effectively enhanced, and enables children to make a smooth move to other settings and school. The childminder has a good understanding of her responsibility to work in partnership with other professionals to enhance children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY409263
Local authority	Kent
Inspection number	845037
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	24/11/2010
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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