

Inspection date	08/01/2015
Previous inspection date	03/03/2009

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 interacts well with the children and gives them good attention and support when needed.
- Children are developing good communication skills. This is because they are well-supported by the childminder, who sensitively models language in a fun, imaginative way.
- Partnership with parents is strong because the childminder regular exchanges information both verbally and in writing. As a result, parents are kept well informed about their children's progress.
- Children are developing strong bonds and attachments with their childminder and other children. The childminder knows about the children's likes and interests, which means she can help children feel safe and emotionally secure in her care.

It is not yet outstanding because

- The childminder does not always share detailed information with other early years providers, where children attend both provision, frequently enough to fully promote continuity of care and learning.
- The childminder does not always seek children's ideas to use to help her develop her practice.

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 reviewed the children's assessment records, planning documentation, and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of the childminder and all adults living on the premises.
- The inspector had discussions with the childminder and took account of information in letters from parents provided for the inspection.
- The inspector observed the children in their play and their interactions with the childminder.
- The inspector invited the childminder to carry out a joint observation.

Inspector

Maxine Ansell

Full report

Information about the setting

The childminder registered in 2008. She lives with her husband and four children in a residential area of Margate, Kent. The childminder uses the whole of the ground floor of her home for childminding, which includes a bathroom. There is an enclosed garden available for outside play. The childminder is currently minding nine children, of whom six are in the early years age group. The childminder receives funding for the provision of early education for two-, three-, and four-year-olds. She walks to the local schools to take and collect children and attends the local childminding group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The family has a pet dog and cat.

What the setting needs to do to improve further

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

- strengthen information-sharing with other early years settings that children attend to further promote continuity of care and learning
- extend the self-evaluation process by including the views of children, in order to use their ideas when developing the quality of the provision.

Inspection judgements

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

The childminder has good knowledge of the seven areas of learning to support the children's progress. She plans a good variety of appropriate activities, including regular outings that engage the children continually in interesting play. The childminder sets out the room to enable the children to explore the environment, accessing equipment independently or requesting toys stored on shelving. As a result, children have good opportunities to develop independence and be active learners. During the children's settling-in visits, the childminder gathers information from the parents about their child's interests, routine, development, likes and dislikes. She uses this information together with observations to develop a baseline starting point for her assessments. The childminder collates the observations and photographs in the children's learning journals, which she assesses every six weeks, to develop the children's next learning steps. This helps her to promote their good progress. The children's learning journals are sent home every weekend for parents to see and comment on. As a result, the parents are fully aware of their children's progress and continuity of the children's learning and care are supported well.

The childminder joins in children's activities to help support and develop their learning. 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, the childminder incorporates mathematics and extends the children's knowledge of understanding the world when chalking on a blackboard. She talks about drawings being bigger or smaller and refers to the night time sky. The childminder builds children's communication skills extremely well; she makes sure they hear a good variety of language throughout the day. The children eagerly chatter to the childminder as she draws on the blackboard. They spontaneously sing songs, which the childminder uses to develop their vocabulary further. The childminder skilfully uses good quality questioning to develop conversation with the younger children. She sustains eye contact and gives the children time to think and respond. The childminder encourages the children to use their imaginations to consolidate their own first hand experiences, for example by talking about and drawing a Christmas tree on the blackboard. As a result, children are introduced to new words in meaningful contexts and develop a better understanding of the world around them. The childminder helps children with English as an additional language to settle and begin to learn English by signing and using words in both their home language and English. She works with the parents to discuss and celebrate their own festivals. For example, some children celebrate Christmas on a different date and write the greeting in a Christmas card in their home language. Therefore, the childminder is valuing the child and their home language and culture.

The childminder plans a flexible range of varied, interesting play opportunities throughout the week to create a good learning environment. As a result, children extend and develop their learning through play. A range of interesting resources is accessible either in boxes or on shelving for both the younger and older children. These include puzzles, construction blocks, small world toys, cars and musical instruments. The childminder uses these resources to promote the children's small muscle skills. For example, she provides play dough for the children to manipulate and cotton reels and laces for the children to thread. Consequently, the children are strengthening muscles needed to hold a pencil in a fun activity. The childminder also skilfully extends the children's language and mathematical knowledge at the same time by discussing the lengths of the laces and the different shapes that they make with the play dough. As a result, children make good progress in physical development, extend their ability to make choices, have opportunities to develop their mathematical and communication skills as they chat together.

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

The childminder has developed her home into a warm, welcoming environment where children of all age groups develop a strong sense of belonging. The young children form a strong, emotional bond with the childminder and the other children. They are content and actively engage in the range of activities provided for them. The children develop their confidence and self-esteem as they explore the home with support from a familiar adult who is close by for reassurance and cuddles. The childminder gathers good information from the parents about the children's individual needs, likes, routines, and interests, which she builds into her childminding day. For example, the children have a strong interest in

dolls and dressing up and on the days they attend, these toys are available to enable them to settle quickly and become engrossed in their play. The childminder is calm and friendly with the children and ensures that she divides her attention equally between them. As a result, children are secure, able to develop quickly and feel valued. The childminder regularly praises the children's efforts during their play to boost their self-esteem and confidence.

Children benefit from a range of experiences that help them to learn about healthy lifestyles. The childminder supports and enriches the children's knowledge of fruit and vegetables by encouraging them to grow their own in a section of the garden. This year the children have grown strawberries and tomatoes, which they have eaten or taken home. The childminder teaches children to follow good hygiene and safety procedures, for example, children thoroughly wash their hands before snack, lunch and after using the toilet. She encourages the children to sing a song to encourage them to wash their hands for a particular length of time. The childminder supplies healthy snacks for the children, encouraging the more reluctant eaters to try new foods. The childminder encourages the children to develop an understanding of their own personal needs, for example she reminds children to go to the toilet while potty training and praises their efforts.

The childminder effectively teaches the children about their own safety by encouraging them to be aware of their surroundings. She has clear rules about tidying away toys to minimise any trip hazards when walking around the room. At the inspection, children spontaneously tidied up the toys they were playing with before getting new ones out. The childminder uses various opportunities to teach children about road safety and stranger-danger. Consequently, children are learning to be aware of their own and others' safety.

The childminder is a good role model and encourages respect and behaviour that is acceptable. She is calm and uses good, consistent strategies to encourage children to behave well. As a result, all children behave appropriately for their age and need very little support to share equipment and take turns.

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

The childminder clearly demonstrates that safeguarding children is a priority. She displays a secure knowledge of what to look for and how to respond if she has concerns about a child, to protect their wellbeing. The childminder is aware of the procedure should an allegation be made against her or her family and has a policy concerning the safe use of cameras and mobile phones. She carries out comprehensive risk assessments and understands how to keep children safe at all times. The childminder completes a daily visual check of the premises in order to provide a secure environment and minimise the risk of accidents.

The childminder has a good partnership with parents. She provides both verbal and written information about how she runs her practice, including care routine and daily activities. The childminder has a range of clear and informative policies and procedures

that parents take home to read. On a daily basis parents and the childminder exchange information about the children's daily or weekend activities, new interests and any learning developments. The parents are very complimentary about the childminder's provision. They feel the children are safe and the childminder is professional in her manner. They praise how the childminder helps the children to learn skills important to life and makes learning fun. This two-way flow of information contributes to developing the childminder's practice and has a positive impact on the children's learning.

The childminder has good relationships with the schools; information is easily exchanged when she collects children, which she passes on to parents. However, although the childminder has links with the other early years settings that the children attend the exchange of information is not always robust. For example, the exchange of developmental information only occurs every six weeks and the childminder is not aware of the child's daily activities and any care issues. Therefore, the continuity of care and learning between the early years settings is not fully promoted.

The childminder evaluates her practice, she reflects on her day and any improvement that she can make. She has attended training and has recently completed a course on changes for children with special education needs and disabilities, which she plans to include in her practice. The childminder includes the parents' views in her self-evaluation through questionnaires and daily discussion. However, she does not involve the views of the children in the process to help her to continue to drive improvement.

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	EY372162
Local authority	Kent
Inspection number	829268
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	9
Name of provider	
Date of previous inspection	03/03/2009
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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