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| Inspection date | 14/01/2015 |
| Previous inspection date | 05/02/2009 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | 1 | 2 |
| The contribution of the early years provision to the well-being of children | 1 | |
| The effectiveness of the leadership and management of the early years provision | 1 | |

The quality and standards of the early years provision

This provision is outstanding

- The childminder provides an excellent educational programme full of exciting and interesting activities. This helps children to think critically and become active learners as they play and explore.
- The childminder forms exceptional relationships with the children she cares for and listens carefully to their views. This greatly enhances their personal, social and emotional well-being.
- The childminder is highly motivated and exceptionally committed to the improvement of her setting. She has completed a degree since her last inspection which has had an outstanding impact on the learning experiences she offers to the children.
- The childminder uses excellent methods to include parents and other settings in the children's learning. This means children make extremely good progress and experience a consistent approach to their learning.
- The childminder has an excellent understanding of safeguarding procedures and of her responsibility to protect children. This helps to support children's health, safety and well-being in a safe and secure environment.

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 quality of the childminder's interaction with the children and the impact this has on their learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector viewed a selection of documentation, including children's progress folders, assessment and planning, and safeguarding policies and procedures.
- The inspector carried out a joint child observation with the childminder.
- The inspector spoke to a parent and also took account of the written views of parents recorded in the childminder's parent questionnaires.

Inspector

Amanda Hartigan

Full report

Information about the setting

The childminder was registered in 1998. She lives with partner and her adult son and daughter in Faversham, Kent, close to local schools and parks. The ground floor of the childminder's home is used for childminding. There is an enclosed garden for outside play. There are currently 7 children in the early years age group on roll. She is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder receives funding for the provision of free early education for children aged two, three and four years old. The childminder collects children from the local school and attends the local toddler group. The childminder has a degree in Early Years.

What the setting needs to do to improve further

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

- enhance further the children's experiences of different cultures by displaying the children's art work and/or posters that celebrate a variety of cultural celebrations.

Inspection judgements

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

An excellent range of educational activities and resources enable the children to experience learning across all areas of learning and development. The children self-select toys independently and there is an excellent balance between child-initiated and adult-led activities. For example, during a cooking activity, the children use the weighing scales exceptionally skilfully and with great dexterity, even the younger ones. The childminder skilfully extends their learning by asking questions, which enables children to think about what is happening. The children confidently and correctly answer the questions. This helps them to develop essential problem solving skills they need for future learning. The children engage themselves exceptionally well with chosen activities and are motivated and creative.

The childminder uses encouraging language during activities that positively encourages children to develop their self-confidence and enables them to express themselves freely. The children are all happy and settled, they listen exceptionally well and are extremely respectful. Innovative tactile resources help children to learn mathematical skills. For example, knitted 'currant buns' and knitted 'ducks' are used during number songs activities.

Children learn about the natural world. The childminder and children recycle fruit skins and vegetables. They learn about the different materials that are recycled. This helps them to learn about their world, their physical environment and further increases their

knowledge about the benefits of recycling. The children learn about different cultures and festivals and that people have different beliefs. A selection of resources enables them to understand how environments might vary from one another. However, the childminder could further enhance the children's knowledge by displaying colourful posters or photographs that celebrate different cultural events.

The childminder is highly knowledgeable of the children's abilities, likes and dislikes. Assessment and planning is exemplary, accurate and consistent. Starting points are sharply defined and progression shown in relation to these, over a period of time. The children's individual folders are written in the 'voice of the child' which is inspirational. Children are prepared for their move to school extremely well. The children practice fastening laces and getting dressed using zips and buttons. They listen to stories and go to meet their new teacher. The childminder gives both the parents and the children excellent support. This positively ensures the children are emotionally ready for the planned changes in their lives.

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

The childminder has exceptional arrangements to support and care for the children's emotional well-being. The childminder speaks to them kindly and frequently asks for their views and opinions. Consequently, they are kind and caring to each other and respectful of each other's comments. They play cooperatively with each other. Social skills are exemplary and it is evident that they have formed extremely close bonds and secure attachments with the childminder and with each other. They come to her for cuddles and snuggle up for stories. The children enjoy using their 'secret den' immensely where they go to play and to experience 'quiet' moments. This helps develop their emotional well-being.

Daily care practices are extremely good. Children independently manage their own personal hygiene. They frequently wash hands after using the toilet, before cooking, and before snacks and lunch time. Behaviour management is excellent. The childminder is calm and supportive of young children when they become tired or upset. She gives the children lots of cuddles and talks in a soothing manner. Positive reinforcement and positive behaviour strategies are used to help children manage their own feelings. Distraction methods are used effectively when needed.

Children are encouraged to eat healthily and the childminder uses excellent strategies to teach children about healthy lifestyles. During the cooking activity, they discuss the healthy ingredients and have excellent knowledge of what 'healthy' foods are. The children are taken on frequent trips out. They especially enjoy going to the local library to source new books. The childminder meets up with other childminder's. This helps children to develop their social skills as they meet other adults and other children.

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

The childminder is highly committed towards delivering an excellent standard of care to all children. Her setting is organised exceptionally well. Highly organised and effective arrangements ensure that children make very good progress in their learning. Children's folders are comprehensive and extremely well documented. The childminder monitors assessments and planning to ensure that learning needs are quickly identified for all children. Next steps in children's learning are very clearly defined.

The childminder consistently self-reflects upon her practice. She asks children and parents for their contributions and listens to their comments. She has attended many courses to benefit her practice, enhancing the service she offers to children. Her strengths and weaknesses are clearly evaluated and her priorities for self-improvement identified. The childminder strives to improve her understanding of how children learn and develop. She has completed a degree in early years which has greatly improved her knowledge and skills. She clearly identifies and implements various 'action plans' to improve the quality of the children's learning experiences.

The childminder works tirelessly to build excellent working relationships with other providers and agencies. Information is exchanged between other settings the children attend with her and with parents. She disseminates excellent practice skills with other childminder's and works with her local authority to ensure she keeps up-to-date with regulations and requirements.

The childminder has an excellent understanding of her responsibilities to meet the learning and development requirements. She has a comprehensive range of original policies and procedures and demonstrates an excellent understanding of the safeguarding requirements. She meticulously maintains her records and the children practise evacuation procedures on a regular basis. Again, these are meticulously documented to ensure all children know the emergency procedures.

The childminder is extremely proficient in monitoring the children's progress and its impact on their learning. She shares this information with parents which helps them to be involved in their children's learning. The childminder has an excellent relationship with the parents. They report that 'it is an amazing setting' and that their children are 'stimulated and nurtured'. Parents further state that she 'clearly has the children's best interest at heart'.

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

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|------------------------------------|-------------|
| Unique reference number | 125524 |
| Local authority | Kent |
| Inspection number | 840532 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Name of provider | |
| Date of previous inspection | 05/02/2009 |
| 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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