

Inspection date	15/01/2015
Previous inspection date	23/06/2009

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 has created a warm, friendly, welcoming environment which enables children to feel safe and secure.
- The childminder has developed an environment which promotes language skills through positive and continual communications with children.
- The childminder uses her strong knowledge of individual children to support their well-being and development.
- The childminder maintains good relations with parents which ensures they are given daily feedback regarding their children.

It is not yet outstanding because

- The childminder gains information from parents about children care needs. However, she does not always extend this further to gather more detail about their developmental starting points.
- The childminder does not always provide children with resources to enable them to explore their creativity through sensory and messy play.

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 childminder and children interacting and playing together.
- The inspector viewed a range of documentation, including policies and children's developmental records.
- The inspector toured the areas of the premises used for childminding.
- The inspector discussed aspects of practice with the childminder.
- The inspector viewed written statements from parents.

Inspector

Amanda Vidler

Full report

Information about the setting

The childminder registered in 2002. She lives with her husband and two grown up children in Gravesend, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family have a cats and a dog. She is currently caring for six children, five of whom are in the early years range. She also offers care to children aged over five to 11 years. The childminder is open all year and offers before and after school care. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

What the setting needs to do to improve further

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

- gain more in depth developmental information from parents before children start in order to enhance their learning

- develop daily opportunities for children to participate in creative activities to enhance their sensory, investigation and exploration skills.

Inspection judgements

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

The childminder supports children's learning and development well. She has a secure understanding of how children learn through play and provides plenty of toys and activities for them to explore. The childminder uses effective teaching techniques to help extend children's learning. For example, she asks questions, responds appropriately and supports children's play. She selects resources that will interest and challenge individual children and by playing alongside them. The childminder supports children in the development of simple skills. For example, while reading stories the childminder extended the activity by finding relevant play animals to represents the characters within the books. Therefore, the childminder enhances children's interests and opportunities for them to explore and expand on different ideas.

Low-level shelving and storage boxes allow children to freely explore and practise their skills. However, the childminder does not always provide opportunities for children to participate in creative activities, such as mark making and messy play. This does not fully enhance children's sensory, exploration and investigative skills. The childminder continually involves children in conversations and encourages their speech by repeating

their words and putting meaning to the sounds they make. For example, a tiger story led to lots of roaring which younger children copied. The childminder responded to this by repeating the roaring sound to him and praising his efforts. As a result, she effectively supports children in developing communication and language skills.

The childminder offers an environment where children are encouraged to be independent in their learning both indoors and outdoors. Children benefit from a variety of daily walks and outings the childminder takes the children to a range of age appropriate places including, local parks and toddler groups. This supports children's social development while enhancing their physical skills.

The childminder records observations of the children and assess these in relation to the published guidance documents. She sets next steps in learning that she tailors to children's individual needs to enable them to make progress. The childminder gathers information from parents about children care routines. However, she does not always extend this further to gain more information about children's developmental stages to support her initial assessments.

The childminder supports children in developing skills in preparation for the move to other settings and school. This includes developing independence and social skills and daily visits to the school to collect other children. This ensures that children are prepared for the next stage in their learning. The childminder forms successful relationships with parents. She keeps them informed about their children's development and how they are progressing. Parents comment on the contact books and the daily two way conversations, as positive aspects that ensure their children are happy and progressing well.

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

Children have a warm relationship with the childminder and are settled and comfortable in her care. She gives each child individual attention and is sensitive to their needs. By positively responding and maintaining eye contact during play sessions, the childminder ensures children feel supported, safe and develop in confidence. For example, during snack time the childminder sat on the same level as the children, chatted about their snack choices and encouraged and praised their efforts in eating and drinking their snacks.

The childminder acts as an excellent role model, speaking to children clearly and with respect. She uses praise and encouragement and reminds the children about simple manners such as saying please and thank you. Children are comfortable seeking support from the childminder who responds appropriately. For example, she gives cuddles and offers support when required. This enables children to feel supported, safe and develop in confidence.

The childminder offers a flexible settling in process, which invites new children for a trial sessions and includes opportunities for parents to exchange information regarding their children's care needs and well-being. The ongoing positive partnerships that exists with

parents contribute to children forming secure attachments and helps to ensure that children's well-being is considered. For example, daily conversations ensure that children's individual needs are discussed and the childminder uses this knowledge to provide consistent care.

The childminder has systems in place for ensuring the children's safety both at home and on various trips. She involves the children in discussing how to keep themselves safe. For example, she introduces topics such as stranger danger and road safety on a daily basis. This results in children having opportunities to secure future learning in a safe and happy environment. It also enables them to develop a good understanding of health and safety in readiness for the next stage in their learning.

The childminder has positive behaviour strategies in place. For example, she encourages turn taking and she works with the children and their parents regarding any concerns about behaviour. This means that children behave well and develop good skills for future learning. The childminder gives lots of praise and reassurance and encourages children to be active in managing their personal hygiene and self-care skills. For example, children use wipes to clean their own faces as the childminder supervises and offers support where required. This results in children developing an understanding of aspects of good hygiene routines.

The childminder encourages children to follow a healthy lifestyle by providing nutritious snacks. For example, fresh fruit and water are available daily. The childminder is flexible in regards to food and works closely with parents to consider each child and their individual dietary requirements on a daily basis. Children are actively involved in planting and growing fruit and vegetables which are included in the healthy alternatives that the childminder offers. Consequently, children develop a good understanding of healthy eating and this impacts on the choices they make.

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

The childminder has clear policies and procedures which inform her practice. She shares these policies with parents, which means that they are informed about the childminder's responsibilities.

The childminder has a good knowledge of the safeguarding and welfare requirements, child protection concerns and the procedures she would follow if she had any concerns about a child's welfare. She ensures that parents have sufficient information as to who to contact if they have concerns and contact details for support services such as the Local Authority Designated Officer are readily available. The childminder promotes children's safety and carries out through risk assessments both inside the home and before outings. This means that children are safe and secure within the childminder's care.

The childminder had a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. Planning is flexible and takes account of children's

interests and next steps in learning. This enables children to make good progress in their learning and development. The childminder reflects on her practice. She prioritises areas for improvement which include, setting up a system for exchanging toys and equipment with families. On a daily basis the childminder reflects on the activities and environment. She plans to seek parents views to support her self-evaluation process.

The childminder forms secure relations with parents from the time their child starts in her care. She works with families to establish individual children's care needs. Daily conversations and a contact book enable the childminder to share information such as a child's sleep patterns, food consumption and achievements. Parents also view and comment on their children's learning journey folders. This helps to extend children's opportunities to develop between their home and time in the childminder's care.

The childminder shares information with nurseries and the local school when appropriate and she welcomes support from other professionals which help inform her planning. This helps to ensure that children receive support at times of change. Therefore, children have good opportunities to reach their full potential and develop into active learners.

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	EY153086
Local authority	Kent
Inspection number	814388
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	23/06/2009
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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