

Inspection date	12/01/2015
Previous inspection date	17/03/2010

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

- Children are confident learners who are given space and time to be investigate and explore, discovering as they play.
- Children are developing very good communication skills due to the reinforcement of words and skilled questioning from the childminder.
- Children enjoy positive interaction with the childminder who extends on their learning as they play.
- Children enjoy positive relationships as they are supported to share, take turns and play cooperatively, preparing them well for the next steps in their learning.

It is not yet outstanding because

- The childminder receives information about children's progress from other early years settings that children attend. But she has not built on that by sharing how children are progressing at her setting with them.

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 childminder's home.
- The inspector had discussions with the childminder and children.
- The inspector read letters from parents and carers sharing their views and opinions of the setting.
- The inspector sampled a range of documentation including children's records and training certificates.
- The inspector and the childminder completed a joint observation.

Inspector

Karen Scott

Full report

Information about the setting

The childminder registered in 2007. She lives with her partner and three children in the Downswood area of Maidstone, Kent, close to shops, parks, schools and pre-schools. The whole ground floor of the childminder's house is available for childminding with access to the upstairs bathroom. There is a fully enclosed garden for outside play. The family has two dogs and a guinea pig. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age range. The childminder also offers care to children aged over five years to 11 years. The childminder walks to local schools and pre-schools to take and collect children. She attends toddler groups on a regular basis.

What the setting needs to do to improve further

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

- build on how information is shared with other early years settings that children attend to promote partnership working that is beneficial to children's development.

Inspection judgements

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

The childminder arranges toys and resources around the room enabling children to make choices about what they play with. She knows the children that she is caring for well and ensures that favourite toys and resources are easily accessible. This results in children showing high levels of concentration as they play at activities they enjoy. The childminder is skilled at interacting with children as they play, extending their learning. She plans activities based upon children's interests and subsequently children are motivated and keen to learn. As children play the childminder finds opportunities to promote learning, especially where she has observed that children require further support. This enables children to make good progress in their learning and development.

Each child has a developmental folder where the childminder places photographs and individual learning plans. She regularly shares these with parents so that they can participate in their children's learning. Parents are encouraged to share with the childminder children's developmental progress from home and to continue with learning. The joined up approach to children's learning and development is helping them to make good progress.

The childminder gives children space and time to learn and therefore they develop high levels of concentration. The childminder encourages children to be investigative learners who explore and discover as they play. Due to modelling of how to play and support

received children play co-operatively, sharing and talking turns, forming strong relationships. Children are developing good communication skills. They play in an environment that is rich in discussion. The childminder uses skilful questioning to encourage children to think through what they are doing and to build on their language. Books are easily accessible and children enjoy sharing them with the childminder. Due to the childminder's encouragement children are developing a love of literature and have favourite stories. When playing with dough children learn about shape, size and numbers. This enables them to make good progress in their mathematical development.

Children use tools to create recognisable objects with dough. They show good control over their movements and the childminder gives them time and support to develop their skills. There are many opportunities for children to participate in art and craft activities, exploring the properties of paint, creating individual pictures. Children particularly enjoy imaginative play, mimicking what they see adults doing. For example, children pretended to feed and change a baby's nappy, copying what they observed the childminder doing earlier. The childminder joins in with children's imaginative play, making suggestions that enhance activities. Children enjoy outings in the local area, learning about the world around them.

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

Children play in a safe and secure environment. The strong relationship they have with the childminder enables children to be confident and independent learners. Children also feel able to share with the childminder how they are feeling, showing kindness and consideration to others too. The childminder works closely with parents and carers to manage children's behaviour and therefore children behave well. Children are supported to undertake sensible risks as they explore the environment around them. The childminder develops children's understanding of safe play, ensuring that straps are done up when they sit in booster seats, for example. Visits from the local policeman help children to learn about safety too.

The childminder follows children's routines, continuously liaising with parents as needs change. The childminder knows why children may be tired, for example, and adapts routines to support them. Continuously sharing information and working closely with parents ensures that she meets children's needs and that they are happy and settled. Drinking water is always available and children help themselves, knowing when they are thirsty. The childminder ensures that children have daily fresh air, helping them to understand the importance of fresh air and exercise to a healthy lifestyle. Snacks are nutritious and the childminder encourages children to try new foods, talking about taste and flavour. Play is not interrupted for snacks as children concentrate on what they are doing, telling the childminder when they are hungry, thinking about their own needs. This enhances children skills for the future as they move onto their next stage in their learning.

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

Knowing the children that she cares for well helps the childminder to notice any changes in behaviour which may cause her concern. The childminder is aware of her role in safeguarding children and the procedures to follow should she be concerned. She makes sure that parents and carers receive up to date information too. The childminder makes thorough and robust risk assessments of everything that children come into contact with at the home and on outings to help her keep them safe. Her policies and procedures are detailed and she shares them with parents so that they are fully aware of the childminder's practice.

The childminder works closely with other professionals to ensure that children receive the individual support they require to make progress. She receives information about activities and learning that takes place at other early years settings children attend. However, the childminder does not share learning that takes place with her to ensure a fully rounded approach to supporting developmental progress.

The childminder values the views and opinions of families in order to help her evaluate and improve on her practice. Older children fill in questionnaires, making suggestions for activities. Parents and carers are given the opportunity to make suggestions for improvement but write letters commending the childminder and her service. They are very happy with care and support that they and their children receive, stating that they work together and are well informed.

The childminder gives thought to the educational programme and the way in which she can best support children to make progress in their learning. She uses an assessment and planning system that suits her and enables her to look at children's learning and make plans to help their progress in all areas. This also helps her to offer an all round curriculum and to support children to make all round good progress.

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	EY343165
Local authority	Kent
Inspection number	986163
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	17/03/2010
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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