

<b>Inspection date</b>	15/01/2015
Previous inspection date	14/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 develops positive and caring relationships with children that help them settle quickly and happily.
- The childminder effectively uses children's interests when planning activities.
- The childminder establishes good partnerships with parents and other early years settings. This enables a good two-way flow of information.
- The childminder provides a broad range of resources for children to make easy choices about their play.

#### **It is not yet outstanding because**

- The childminder is not consistently using feedback from parents on home learning in her assessments of children's learning.

## 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 viewed the rooms used by children.
- The inspector observed children and childminder during play activities.
- The inspector had discussions with the childminder and sampled a range of documentation, including the childminder's planning.
- The inspector checked evidence of the childminder's safeguarding knowledge.
- The inspector took account of the childminder's self-evaluation and views of parents.

## Inspector

Sue Taylor

## Full report

### Information about the setting

The childminder registered in 2008. She lives with her husband and two school age children in Horsmonden, Kent. The home is close to shops, parks, schools and public transport links. The ground floor of the childminder's home and one bedroom on the first floor is available for childminding. There is an enclosed garden for outdoor play. The family has two cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding ten children and of these seven are in the early years age range.

The childminder collects children from the local school. She has a relevant childcare 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:

- strengthen the use of feedback from parents, on how they support children's learning at home, in the assessment process.

## 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 uses children's interests to plan activities that engage children. For example, children have fun as they made and investigated pretend snow. They spent time concentrating on their imaginary play. The childminder had provided small figures from a popular film that she knew children liked. She makes clear observations as children play and uses her child development guide to assess their stage of development. The childminder identifies relevant next steps in their learning to include in her planning. This helps children make good progress. For example, she effectively got children to practise writing their name on labels. This was then placed on a box containing modelling dough cookies that children wanted to take home.

The childminder obtains good detail from parents before their child starts and likes to make home visits. This enables her to find out children's likes and dislikes as well as some detail about how they are at home. The childminder keeps parents well-informed about their children's progress and achievements. She encourages parents to feedback on ongoing achievements at home. However, it is not clear how she uses this detail in her ongoing assessments, particularly those relating to planned next steps. The

communication books that the childminder keeps shows there are regular discussions with parents and this helps maintain positive relationships. Parents are very complimentary about the childminder and the service that she provides. For example, commenting on how they can how children are learning and enjoy a variety of events.

The childminder ably supports children's progress. She helps them develop skills for their future learning, such as concentration and listening. She effectively supports children's developing language and communication. For example, she reflects verbally on what they are doing and uses clear speech when speaking to them. The childminder emphasises words they struggle with as she replies to what they say. She helps teach initial letter sounds as children learn new words or start to write their name. The childminder takes children out regularly in the local community where they learn about nature and experience some beneficial learning outdoors.

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

The childminder develops a caring relationship with children and they settle well. She likes to make home visits that help her to get to know the child in familiar surroundings. The childminder helps children develop confidence and independence. For example, the childminder encourages children to put their coats and shoes on themselves or go to the toilet when they need. This secure sense of well-being helps children manage future moves to other settings or school. The childminder has a broad range of good quality resources. These include a good selection of books that positively reflect other cultures and disabilities. Children know they can make choices from the playroom and this enhances their independence skills.

The childminder manages children's behaviour effectively so they learn about acceptable behaviours. She helps teach children about the need to share and play cooperatively with others. The childminder begins to teach children how to keep themselves safe. They practise emergency evacuation drills regularly and the childminder ensures all children get to practise. Children learn how to behave sensibly on the roads. For example, the childminder reminds them of the dangers of cars appearing from driveways.

The childminder is helping children to learn about the importance of having a healthy lifestyle. Children begin to know that fruit is a healthy option at snack time. The childminder uses her garden and parks so children can play in the fresh air. She covers different learning experiences in the outdoor environment, to support children's progress. For example, they identify letter and numbers in the environment.

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

The childminder is clear about the need to meet the safeguarding and welfare requirements and she does so effectively. She has a secure awareness of possible child protection concerns and of the processes to follow. The childminder completed

safeguarding training in the past and has plans to update this, to ensure her knowledge is current. She has an up-to-date paediatric first-aid training certificate so she can confidently deal with accidents and injuries. The childminder risk assesses her home well and ensures the premises are safe for children to use and explore. For example, she uses locks for the window on the first floor, in the room children use. The childminder shares her written policies and procedures with parents so they have good information about her practice. These include the processes for complaints and safeguarding.

The childminder has met the recommendations set at her last inspection well. As a result, there is a very good working partnership with other early years settings that children attend. There is effective information sharing so all work together to support and promote children's care, learning and development. The childminder reflects on her childminding practice and has a good capacity for continuous improvement. She has development plans that include further training to update her childcare knowledge. The childminder meets the learning and development requirements well. She suitably assesses and monitors children's achievements. This helps her identify areas where children may need more support. The childminder engages well with parents and encourages them to share their views through discussions, letters or questionnaires. Parents comment extremely positively on the care and learning their children receive.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY372903
<b>Local authority</b>	Kent
<b>Inspection number</b>	829297
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/10/2009
<b>Telephone number</b>	

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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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