

<b>Inspection date</b>	16 March 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children play and learn in a safe and welcoming environment. They have a close attachment with the childminder, which effectively supports their emotional well-being.
- The childminder has a good understanding of the children's learning and development needs. She uses regular observations and assessments to ensure children receive challenging learning experiences. As a result, children are very motivated and make good progress in their learning.
- The childminder has an effective partnership with parents, which supports children's learning at home.
- The arrangements for safeguarding children are well established. The childminder regularly reviews her detailed policies and procedures to ensure that children remain safe.

### It is not yet outstanding because:

- The childminder does not always provide opportunities for children to see words and labels outdoors to fully support their early reading skills.
- The childminder does not always make the most of snack time to further develop children's understanding of healthy lifestyles.

## 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 written words and labels outdoors, to extend children's pre-reading skills
- extend children's understanding of healthy lifestyles during mealtimes.

### Inspection activities

- The inspector observed activities in the play area and garden area.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector looked at children's records and a range of other documentation, including suitability checks, policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Nicola Jones

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder provides a variety of experiences to promote children's learning and development. She gathers information from the parents regarding children's starting points when they first attend, and undertakes regular observations and assessments to identify their next steps in learning. The childminder uses this information to plan challenging activities that support children to make good progress. This prepares them for their future learning and as they move onto school. The childminder uses all activities as learning experiences. For example, she encourages children to learn about positional language as they role play. For example, using words such as 'in', 'out', 'on top of' and 'next to'. The childminder encourages children to count and sequence as they play. As a result, this extends their mathematical skills. The children enjoy reading with the childminder which promotes their interest in books.

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

The childminder provides a warm and welcoming environment. Children form secure bonds with the childminder. As a result, children settle quickly and are confident to play and explore. The childminder organises her resources and toys well so that children make independent decisions. Children have opportunities to develop their personal care skills as they put on their own shoes to go into the garden, and prepare their own snacks. Children behave well, supported by the childminder who acts as a good role model providing constant praise and encouragement. The childminder maintains a safe environment for all children through daily checks. Children gain knowledge of how to keep safe as they regularly practise emergency evacuations. Children have daily opportunities to become active outdoors and develop their physical skills.

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

The childminder clearly understands the learning and development, and safeguarding requirements of the Early Years Foundation Stage. She maintains a good range of policies which she shares and discusses with parents. The childminder has attended child protection training. Therefore, she has a good understanding of the procedure to follow if she has any concerns about the children in her care. The childminder is reflective in her practice and actively seeks the views of parents, children and advisors when deciding what she could improve in the setting. This enhances the outcomes for children's learning and well-being.

## Setting details

<b>Unique reference number</b>	EY438739
<b>Local authority</b>	Kent
<b>Inspection number</b>	900421
<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>	4
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2011. She works at another childminder's home in Northfleet, Kent. The childminder operates all year from 6.30am to 6pm, Monday to Friday. The childminder holds a National Vocation Qualification at level 2 in childcare and education.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

