

Inspection date

11/10/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 able to play in a safe child friendly environment. The safety precautions taken enable children to explore independently and to access toys and resources safely.
- Strong relationships are formed between the childminder and minded child. Children feel secure and settle well. They are relaxed and happy in her care.
- Resources are well organised, plentiful and used to provide challenges which build on individual children's skills and knowledge.

It is not yet outstanding because

- The childminder has not yet fully established partnerships with other providers of the Early Years Foundation Stage to offer continuity in children's learning.
- The assessment of children's learning does not always include what parents know about their child, both when they start in the setting and about their ongoing progress.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector reviewed some documentation, including children's records, policies and procedures.
- The inspector had ongoing dialogue with the childminder.
- The inspector observed the childminder playing with the children.

Inspector

Stacey Sangster

Full Report

Information about the setting

The childminder was registered in 2011. She lives with her husband and two children. The whole ground floor of the childminder's house is used for childminding and the upstairs bathroom and one of the children's bedrooms. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children at any one time and has two children in the Early Years age range on her books. The childminder is registered on the Early Years Register and on both the Voluntary and Compulsory parts of the Childcare Register. The childminder walks/drives to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has two cats and some fish. The childminder can support children with special educational needs.

What the setting needs to do to improve further

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

- extend the range of information gathered from parents to include more detail about what children can do, to support the assessment and planning process
- strengthen partnership working with other providers of the Early Years Foundation Stage where children attend other settings or school to share information regarding children's learning and development needs.

Inspection judgements

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

The childminder demonstrates a strong understanding of her role and responsibilities in relation to the Early Years Foundation Stage. She has undertaken a range of training to enhance her knowledge and is studying for a childcare National Vocational Qualification at level three. She has a good understanding of how to promote learning through play and keeps very clear records of how she plans to meet the children's individual needs. Activities are usually organised to support one or two specific areas of learning at the same time. The quality of the learning programmes is good. The childminder plans a wide range of activities, which show a good balance of child-initiated and adult-led. The childminder organises routines to allow times for children to engage in boisterous play as well as quiet times. Where possible the routines of the youngest children reflect the sleep and meal times the child has at home. The childminder is using 'Development Matters' to guide her in how she promotes learning opportunities for children. Her teaching techniques are effective and support the provision of good quality education.

Children's personal, social and emotional development is supported very well. Babies enjoy warm positive relationships with the childminder. She monitors their facial expressions and gestures and predicts accurately when they are tired or hungry. They are comforted and reassured with cuddles before falling asleep. The calm, caring atmosphere helps even the youngest children to settle well and engage fully with what is on offer. Children play well together, with older children supporting and encouraging younger ones. The opportunities for physical development are equally good. Children have many opportunities to use small tools and equipment to promote their fine motor skills and climb, run and balance inside and out. Children's language is supported effectively to promote good levels of progress. Babies mimic the noises that the childminder makes and study her face intently as they practice the sounds that will later become words. Older children have many opportunities

to talk about their thoughts, ideas and opinions which extends their language and thinking. Children draw and make marks, which supports their pre-writing skills. The childminder takes care to promote the other four areas of learning in creative and interesting ways, which appeal to the individual learning styles of each child. Children with special educational needs and/or disabilities are offered increased levels of support where needed and make good progress given their starting points.

The childminder is aware of the requirements to complete the two-year check that assesses what children know and what stage they are at in their development. This will be shared with parents and other professionals. The childminder continually observes children at play and records what children can and cannot do. Informally the childminder benchmarks where children are to determine if they are working in line with developmental expectations. The childminder shares information about children progress with their parents. There is a good two-way flow of information between the childminder and parents in relation to care and this supports the parents and childminder to meet the changing care needs on a day to day basis. The system for obtaining information from parents, to support the assessment of their child's progress is emerging but is not yet fully effective. The assessment is less accurate as the childminder bases it only on what she has seen. Suggestions are sometimes offered to support home learning, but these are not always linked to developing the child's next steps and opportunities are missed to engage parents in supporting targeted learning. The childminder has not established clear links with the school that children attend to exchange information that would support the delivery of the Early Years Foundation Stage for them. Therefore, partnerships are not fully developed to offer continuity in children's learning. Overall the programmes for learning, the quality of teaching and the use of interesting resources all support children well and they make good progress across all areas of learning.

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

Children's well being is given high priority by the childminder. She exchanges a wide range of information with parents about children's care needs and tailors the provision to meet the individual needs of each child. The childminder supports children well to behave in positive ways. A simple set of 'house rules' is discussed with older children and provides clear boundaries about how she would like them to behave. She uses positive praise to support good behaviour and this is successful. As children behave well and are respectful to one another. Children are becoming more independent as they are supported to explore and discover how to do new things. Babies receive high levels of attention and lots of verbal encouragement is offered. Toys placed just out of reach for one child who is on the brink of learning to crawl, motivates her to move forward testing her balance as she rocks on her hands and knees, smiling and laughing as the childminder calls to her. Parents comment on the positive relationships that exist between minded children and the childminder's own children.

The childminder supports children to respect each others views and feelings. She provides some activities that teach children about different cultures, through celebrations such as Diwali. Resources are plentiful, well maintained and suitable for the children who are able

to access them. The range includes items that positively reflect diversity. The childminder makes effective use of the resources to support good progress across the seven areas of learning and children are being well prepared for future learning and moving onto school. Children receive high levels of support so that they feel safe and secure in the care of this childminder. She ensures that when they arrive they can see something familiar or interesting to engage with. As a result all children are happy to separate from their carers and some children demonstrate disappointment at having to leave when parents arrive to collect them. The children approach the childminder without hesitation and interactions are playful, warm and caring. Babies gain comfort and confidence from their relationship with the childminder. Their initial caution when meeting someone new, is reduced as the childminder reassures them with cheerful introductions and stays close to them. Small gestures of comfort, such as stroking their hair or smiling encouragement lead the children to settle comfortably and to even interact with the visitor by offering a toy.

The childminder encourages children to try new things which involve appropriate risks, and this helps children to become inquisitive and active learners. Children in her care are asked to consider the safety of their actions and simple child friendly explanations help them to develop the knowledge needed, to begin to risk assess for themselves. Children are supported to learn about how they can support their own health. The childminder offers healthy snacks, usually fruit and provides parents with a copy of the healthy eating policy. This encourages them to supply nutritious and well balanced meals for their children's packed lunches. The childminder talks to children about which foods are good for them and which need to be eaten in moderation. Hygiene routines, such as wiping tables and washing hands are explained to children so that they understand the reasons for this. Children are encouraged to be active and older children know that physical exercise supports their health and fitness.

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

The childminder has a good understanding of her role in teaching children and helping them to make good progress across the seven areas of learning. She ensures that children access a wide range of interesting learning opportunities, specific to their individual learning needs and which build on what they already know. The childminder continually extends her knowledge of Early Years education, through training. She is able to access support from her membership of the National Child Minding Association, and from tutors who monitor her progress through the National Vocational Qualification training that she is engaged in. The childminder monitors her educational programmes and this helps her to feel confident in her delivery of the Early Years Foundation Stage. She is committed to keeping up to date with new ideas and good practice in early years education and reflects on her practice continually to identify most weaknesses and build on what she already does well. Plans for improvement are targeted at those changes which will have the most positive impact on the children.

Keeping children safe is a primary concern for the childminder. She ensures that her home and garden are safe and secure by carrying out regular risk assessments and taking action

to minimise hazards so that children can explore freely protected from harm. No un-vetted person is able to have unsupervised contact with the children. Systems are in place to check the ID of visitors and a record is kept of who has been to the house. The childminder has completed Child Protection/ Safeguarding training. She is aware of the requirements in relation to recording and reporting concerns. Parents are made aware of her role and responsibility through the wide range of written policies she has produced. Records are kept of any accidents children have while in her care and a procedure for the administration of medication ensures that children's health is promoted. The childminder has completed paediatric first aid training and this ensures that children receive the correct treatment in the event of illness or injury.

The Childcare Register

The requirements for the compulsory 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	EY426948
Local authority	Kent
Inspection number	880465
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	Not applicable
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 that are usually their 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
Manchester
M1 2WD

T: 0300 123 4234
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