

Inspection date	27/03/2013
Previous inspection date	27/07/2009

The quality and standards of the early years provision	This inspection:	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

- Children feel safe and secure in the childminder's home where she provides a caring and loving environment, which enhances their sense of belonging.
- There are well-formed relationships with parents and the childminder obtains ample information to enable her to meet children's individual routines and care needs.
- Relevant documentation is well maintained because the childminder is professional and thorough.
- Children make good progress in their learning because the childminder undertakes observations, assesses children's emerging developmental stages and devises individual plans for their next steps.

It is not yet outstanding because

- children do not experience an environment rich in print to further develop their awareness of written text.
- children's behaviour shows that they feel safe in the setting although strategies to deal with situations effectively are not always consistent.

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 spent time observing interaction between the children and the childminder.
- The inspector spent time looking at documentation and the childminder's policies and procedures.
- No parents were available for interview during the inspection; however, the inspector viewed recently completed letters from parents.
- The inspector spoke with the childminder about her self-evaluation of the provision.

Inspector

Joanne Wade Barnett

Full Report

Information about the setting

The childminder registered in 2005. She lives with her husband and three children in Bearsted, Maidstone, Kent. The childminder uses mainly the ground floor for childminding purposes and there is an enclosed garden available for outdoor play. The family has a pet tortoise.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for two children in the early years age group, on a part-time basis. She also offers care to older children aged up to 11 years.

The childminder attends the local parent/toddler group. The childminder has a National Vocational Qualification at level 3 in childcare. She receives funding to provide free early education for three and four year olds.

What the setting needs to do to improve further

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

- help children to understand their rights to be kept safe in the environment, and encourage them to talk about ways to avoid harming or hurting others

- create an environment rich in print where children can learn about words, for example by using names, signs and posters.

Inspection judgements

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

The childminder demonstrates a good awareness of the learning and development requirements of the Early Years Foundation Stage. She has implemented effective planning and assessment systems to support her in helping children make good progress in all areas of their learning. The childminder is aware of the need to complete progress checks on two-year-old children. Whilst children of this age group settle, she establishes systems and gains knowledge of the children in order to complete the checks. She works collaboratively with parents to establish children's starting points and shares regular discussion about next steps in their development. The daily diaries also offer additional communication where the childminder shares ideas to enable parents to support their child's learning at home.

Children's spoken language skills develop as the childminder spends lots of time talking and listening with them. The childminder encourages the children to look at books and learn how to use them properly and regularly visit the library. However, the childminder has not yet thought about different ways she can further develop children's awareness of print in the environment. There are limited posters and words on display at young children's level to encourage children's curiosity about written text.

The childminder provides children with meaningful first-hand opportunities to learn about nature, make discoveries about their local community, and develop their social and physical skills. They go out to feed the ducks at the pond, attend toddler groups and visit the garden centre and an animal farm. Children explore resources that reflect positive images of diversity and they take part in activities that relate to different traditions and celebrations. These experiences help to broaden their knowledge of the world in which they live. The activities children experience provide them with good foundations for when they move on to school.

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

Children respond well to the positive and gentle interaction of the childminder, which enables them to feel safe and secure. Close physical reassurance helps children to form secure attachments and they are extremely happy in her care. The childminder supports the children to make healthy food choices. She talks to the children about the foods they eat while they enjoy helping her to prepare snacks and meals. She provides well-balanced home cooked food and offers fresh exotic fruits such as mango, and pitta bread for snacks.

Children behave generally well and are learning challenging lessons in sharing, taking turns and helping others. For example, they learn to wait before coming down the slide in the garden. The childminder engages in children's play to help children understand that throwing sand or pushing chairs not acceptable. They usually respond positively to the childminder's calm and consistent messages. However, the childminder's behaviour management techniques are not always consistently applied to overcome minor conflicts.

The childminder meets children's welfare needs well. As a result, children benefit from plenty of fresh air and exercise. They learn to follow good personal hygiene routines. The childminder grows fruit and vegetables in her garden and she involves children in helping tend these. She finds that this practice encourages children to be more willing to taste different items. It also enables them to learn about growth and nature in a hands-on, fun way. Children spend time outside every day playing in the garden where they can explore the different play equipment. They also go for walks and visit parks.

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

The childminder has a good understanding of how to meet the safeguarding and welfare requirements. She has good procedures in place for dealing with any child protection concerns. The childminder has recently completed safeguarding training and holds a relevant early years qualification.

The childminder demonstrates a good understanding of her responsibilities in meeting the learning and development requirements. She has completed the written Ofsted self-evaluation form, which she uses to assess her current level of development in her childminding and to develop plans for the future. This demonstrates her good capacity towards maintaining continuous improvement and improving outcomes for children. All the required documentation is in place to help support children's welfare. The childminder minimises risks effectively so that children do not come to harm.

The childminder demonstrates a secure understanding of how to communicate with other early years settings when the need arises. She also has systems in place to support transitions to pre-school and school. The childminder demonstrates a very good understanding of the need to develop positive relationships with parents. She initially sets up a meeting with prospective parents, where she shares her policies and procedures and shows them around her home. She then requests that they complete contracts and sign consents. On a daily basis, the childminder shares information both verbally and with the use of a daily diary. The childminder seeks the views of parents and they comment very positively about the service. For example they state that the childminder 'is reliable and trustworthy, there is a lovely inclusive atmosphere and they feel extremely lucky to have found such an excellent childminder.'

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	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 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 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	EY301744
Local authority	Kent
Inspection number	847417
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	27/07/2009
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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