

Inspection date	22/03/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 happy with the childminder because she provides a wide range of good quality toys and activities for them to select from.
- Children are making good progress in their development and learning because the childminder demonstrates a good understanding of how young children learn and develop.

It is not yet outstanding because

- The childminder does not create opportunities to talk to busy parents to discuss their children's progress in order to involve them in their 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 sampled children's records, written policies and the childminder's paperwork.
- The inspector observed children playing at the dining table and in the play area.
- The inspector and the childminder undertook a joint observation of children playing with puzzles.

Inspector

Linda Coccia

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband and three children in Snodland Kent. The ground floor of the premises and an upstairs toilet are used for childminding. Children temporarily do not have access to the garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently looks after three children between the ages of three and six years, of whom, two are in the early years age range.

The childminder is available to walk or drive to local school and pre-schools to take and collect children. She regularly visits local parks and toddler groups with children. The family has a pet cat.

What the setting needs to do to improve further

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

- create opportunities for busy parents to review their children's progress and contribute to their children's learning and development.

Inspection judgements

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

The childminder has a good impact on children's learning and development. This is because she effectively monitors their progress and provides activities to keep children engaged, taking into account their starting points and capabilities. Children currently attend for one or two days a week therefore, the childminder plans activities that children will enjoy and that cover as many of the areas of learning as possible in a short space of time. Her secure knowledge and understanding of the learning and development requirements means that children receive support to acquire skills for the next stages of their learning.

Children love using their imaginations to play with the wide range of equipment available. For example, they use the play kitchens and play food to make meals for their dolls, the childminder and each other. They push buggies to the pretend local shop where they use tills and play money to purchase items for home. Children can identify some number shapes and like to 'have a go' at writing them by copying shapes written by the childminder. They enjoy number puzzles where they have to find a certain number of items. Children are extremely good at puzzles and can manage many on their own.

Children look at books which they select from the wide variety available. They have their favourites and can join in the stories. Some children are particularly interested in the interactive robot. By pressing different buttons they can make him dance and sing as well as giving him verbal commands for movement. The interactive world globe provides children with a good understanding of the world and where different people come from. The childminder keeps examples of children's work in their development records. These show that children are creative with a number of different mediums such as paint, crayons, tissue paper, stickers and different textured materials. The children thoroughly enjoy the good range of activities provided.

The children's development records clearly show that children are making good progress in their learning. They are interested and keen learners who demonstrate a 'have a go' attitude.

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

The children are happy with the childminder. They move freely around the premises using their selected toys wherever they want. They demonstrate they feel emotionally secure with the childminder because they are happy to chat with visitors and talk about their activities. The childminder provides a well-resourced, welcoming environment for children. Toys are stored at child height in safe shelving units. The childminder has conducted a good risk assessment of her home. She takes into account the risks connected with children's ages and stages of development. She puts appropriate safety equipment in place for babies and very young children when she deems it necessary. This shows that the childminder gives a high priority to children's safety.

Children eat healthy nutritious food prepared by parents. The childminder works closely with parents to ensure she understands children's individual dietary needs in order to supplement food if required. She advises parents about the healthy content of lunchboxes if necessary. Children follow the childminder's good self-care and hygiene procedures before eating and engaging in cooking activities. Although children don't currently use the garden they have lots of physical activity indoors, for example, dancing to music, and they are taken to local parks to run off their energy and develop their physical skills. Therefore, children have a healthy lifestyle when with the childminder.

The childminder is a good role model for the children. She always speaks to them politely and encourages them to say 'please' and 'thank you'. Children play well together and share toys very well. Children show concern for each other and older children try to help younger ones with different activities. Children understand the childminder's simple, achievable house rules and are happy to adhere to them. Children's good behaviour indicates they feel safe in the setting and at ease with the childminder.

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

The childminder organises her setting well. She has a good selection of written policies and procedures which she shares with, and explains to, parents. Her safeguarding procedures are rigorous and implemented effectively to protect children. For example, she ensures only nominated persons collect children at the end of the day and they must quote the parent's selected password. The childminder's regulatory paperwork, such as her medication and accident records, are well maintained and signed by parents at the end of the day. This shows that children's well-being is a high priority for the childminder.

The childminder demonstrates a good understanding of the areas of learning and how young children learn and develop. She proficiently monitors children's progress and plans interesting activities based on their interests. This results in a varied educational programme which captures children's interests.

The childminder regularly discusses children's care issues with their parents and tries to engage them in their children's learning. She shares the development records with parents every three months to ensure they know the extent of their children's development while with the childminder. However, it is not always possible to share information regularly, in this way, with all parents due to their busy lifestyles and collection requirements. The childminder has not considered other ways to further engage with these parents.

The childminder discusses children's progress with their key person at other settings and uses the information gathered to further support children's learning.

The childminder has started to evaluate her provision. She has considered some different ways in which to enhance the enjoyment for children as well as reviewing her paperwork to make her policies more relevant for the children she currently looks after. For example, she has made the toys more readily available to the children for their self-selection. The childminder has an action plan for the future. For example, she intends to make the garden safe and attend more training to gain further understanding of young children's development.

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
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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	EY451881
Local authority	Kent
Inspection number	885409
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	3
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, 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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