

Inspection date	10/12/2013
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		1
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 play in a bright, well-resourced environment where they select resources for themselves, which promotes their independence and decision making skills.
- Children's personal, emotional and social development is supported extremely effectively and skills such as sharing and turn taking are promoted exceptionally well.
- The childminder plans well for children's individual needs through effectively assessment and planning challenging activities to enhance their development further.
- There are strong partnerships with parents. Regular meetings with parents enable them to be fully involved with the child's care, learning and development.
- The childminder demonstrates an excellent understanding of health and safety, regularly assessing risks within her setting and effectively minimising any hazards.

It is not yet outstanding because

- The childminder has not fully extended partnerships with other early years settings to fully share information about children's learning needs and promote a consistent approach.

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 reviewed children's assessment records and discussed with the childminder how she is using these to support children's individual learning and development.
- The inspector discussed the childminder's self evaluation systems and how these have an impact on the service she provides.
- The inspector observed the childminder's interactions with minded children in the home setting.
- The inspector conducted a tour of the indoor and outdoor learning environments.
- The inspector sampled documentation such as written policies and procedures, the attendance register, child records and the recording of accidents.

Inspector

Lara Hickson

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two young children in Dartford, Kent. The whole of the childminder's house is used for minding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children and attends the local parent/toddler group. The family has a cat.

What the setting needs to do to improve further

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

- develop further links with other early years providers, where the care of children is shared, to promote continuity in children's learning and development.

Inspection judgements

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

Children make good progress as a result of the childminder's effective teaching methods and her knowledge and understanding of how children learn. The childminder has effective observation and assessment systems, which she uses to plan challenging and motivating learning experiences for all children in line with their initial starting points. The childminder competently assesses where children are when they start with her and plans further activities to promote their ongoing development. Developmental folders contain in depth information about how each child is progressing and how the next steps in their development will be encouraged. The on-line communication diary provides extensive information for parents on how their children are progressing, the activities they have enjoyed and how their development will be promoted further. The childminder will use her observations and tracking systems to complete the progress checks for children aged between two and three years of age when appropriate

Children choose from a broad range of challenging activities and resources that help them to make good progress across all areas of learning. Their personal, social and emotional development is enhanced effectively from the start during settling in sessions and during activities and outings outside the home. The childminder supports children to build positive relationships with their friends and develop positive self-esteem. She fosters this by promoting respect and kindness towards each other. Activities to develop sharing skills are a high priority and the childminder actively encourages younger children's turn taking. For example, during a problem solving activity, the childminder encourages children to take turns to post soft pom-pom balls into tubes.

The childminder gives high priority to developing children's communication and language skills. She demonstrates a good understanding of how important it is to encourage babbling, non-verbal actions and early speech. She extends vocabulary during play activities and when sharing books, introducing and repeating new words continually to extend language skills. Children receive lots of praise for their emerging communication skills which gives them confidence to repeat these new skills. The childminder has a good understanding of how to promote children's physical development and what their next steps in learning are to support their ongoing progress. For example, she supports children's early walking skills by holding onto their hands and teaches them to move along furniture or to push along wheeled toys. This support builds children's confidence and enables them to take their first independent steps.

Children enjoy rummaging through the toy boxes and treasure bags and exploring how different toys feel or sound. These extend babies' exploratory skills. For example, they investigate the texture of homemade pom-poms, stroking their faces with the soft wool and squashing them in their hands. There is a wide selection of activities and experiences for children to enjoy. These include an extensive range of natural resources for children to investigate and explore and to develop their understanding of the world further. The childminder organises a range of outings to further enhance children's learning and development. For example, children enjoy outings to a variety of parks with a diverse range of apparatus and trips to toddler groups where they socialise with groups of children.

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

The childminder has excellent systems in place to promote children's health and well being. Children form strong emotional attachments with the childminder because there are highly effective settling-in procedures which are tailored in line with parental wishes and children's individual needs and circumstances. The childminder works exceptionally closely with parents at the start of their child's placement to find out all about the child's care needs, daily routines, interests and current stage of development. The childminder uses this information in her initial planning for their individual learning and development. As a result of this, children are extremely happy and confident in her care, using her as a secure base from which to explore her warm, welcoming setting. Children enthusiastically participate in play activities and the childminder supports this well by being on hand to support and extend their learning. Babies enjoy cuddles and encouragement from her and she demonstrates an excellent awareness of when they are tired or a little out of sorts due to teething or an interrupted night.

The childminder supports children to develop a very good understanding of the importance of healthy lifestyles by providing daily opportunities for physical exercise, fresh air and a healthy diet. The childminder's ethos for offering a nutritious, well-balanced and healthy range of food and drinks is excellent. She provides meals and snacks which fully meet children's individual dietary requirements. The expansive menu includes exciting meals from around the world such as Chicken Abodo from Brazil and Salma from Turkey. Parents highly praise how the childminder has encouraged their children to explore

different tastes and how healthy and nutritious her meals and snacks are. Children are encouraged to develop their independence at mealtimes through finger food and independently using a spoon. The childminder is on hand to support children's early attempts. The childminder has excellent hygiene routines to protect children from cross infection. For example, she wipes the changing mat and washes her hands thoroughly after each nappy change to avoid the spread of infection. Children's sleep routines are followed in full consultation with parents during the settling-in sessions. This helps to ensure that children rest in line with their individual requirements. The childminder's outdoor area and garden playroom provide a broad variety of opportunities for physical play experiences. Children enjoy visits to toddler groups and numerous parks to use different play equipment which is really enhancing their balance, coordination and climbing skills. This enables children's physical skills to be promoted extremely effectively in and outside of the childminder's home.

The childminder manages behaviour extremely effectively. She uses appropriate strategies in line with children's age and current level of understanding. Children are taught about boundaries within the childminders home and when on outings in the local community. For example, she encourages children to share and take turns and is on hand to deal with any minor squabbles over toys. She understands that this is an important part of her role. The childminder's clear understanding of child development enables her to supervise younger children effectively, limiting opportunities for them to become frustrated with each other. She supports their emerging social skills and ongoing safety exceptionally well using praise and encouragement effectively to promote children's self-esteem and to encourage positive behaviour.

Safety is given an exceptionally high priority by the childminder and she supervises children extremely well during activities indoors and outside. The childminder regularly practises the fire evacuation drill to teach children the procedure to follow in an emergency. Extensive risk assessments are in place which are reviewed regularly to ensure that any hazards are identified and action taken to minimise the risks to children. For example, the childminder has altered the position of a safety gate on her ground floor to restrict access to the front door as well as the stairs. Children are supported effectively to feel and keep safe through these highly effective, reflective risk assessments.

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

The childminder demonstrates a good understanding of her responsibilities in meeting the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. She has a comprehensive understanding of safeguarding procedures and her responsibilities to record and report any concerns relating to child protection. She has comprehensive safeguarding policies which include a detailed procedure regarding the use of cameras and mobile phones in her home. The policies and procedures are shared with parents to ensure that they are fully informed of her responsibilities to their children. Children are never left alone with people who are not vetted. There are very clear procedures in place regarding the safe arrival and collection of children. For example the

childminder does not release a child to anyone not authorised by their parents to collect them. These procedures ensure that children are protected while at the childminding provision.

The childminder has a very positive attitude towards the ongoing development of her childminding service. She has effective systems in place to monitor and reflect on her provision. She completes a written self-evaluation and demonstrates how she effectively meets children's care, learning and welfare needs. The childminder takes into account the views of children by observing their play and ensuring that they are interested and challenged in the resources and activities available. Her continual evaluation of activities and outings ensures that she provides resources and experiences that are age appropriate, challenging and interesting. The childminder discusses her provision with parents and actively seeks their views through daily discussions, written questionnaires and through regularly sharing progress reports on their child's development. The childminder demonstrates a strong commitment to developing her professional development further through training and liaison with other childminders.

The childminder has effective systems to develop close partnerships with parents and carers. She uses valuable information gained from parents during the settling-in sessions and her initial observations effectively to plan activities that interest and challenge children in line with their developmental needs. The childminder sends parents an electronic communication diary to inform them of progress and shares photos she has taken of children enjoying activities. This enables her to fully involve parents in their child's learning. The childminder understands the importance of developing links with other early years settings that children attend and has started to develop these partnerships. However these are not fully developed to support continuity in children's care and learning.

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	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. It will be monitored and inspected within twelve months of the date of this 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		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	EY463304
Local authority	Kent
Inspection number	922369
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, 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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