

**Inspection date**

23/09/2014

Previous inspection date

Not Applicable

**The quality and standards of the early years provision**

**This inspection:**

1

Previous inspection:

Not Applicable

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

1

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

1

**The quality and standards of the early years provision**

**This provision is outstanding**

- Children are extremely well prepared for their next stages of learning and their move onto nursery and/or school is extremely well supported.
- The quality of teaching is excellent. The childminder demonstrates an excellent understanding of the Early Years Foundation Stage. As a result, children engage in an extensive range of inspirational, stimulating activities in the childminder's setting and on outings in the local community.
- The childminder demonstrates an excellent understanding of how young children learn and develop. She knows the children extremely well and uses observations and assessment effectively to plan the next steps in learning for all children.
- The childminder's understanding of safeguarding is robust and the extensive policies and procedures fully enhance children's safety and wellbeing.
- Exceptionally effective settling in procedures support children to settle and form strong attachments with both the childminder and other children attending.
- Extensive reflective practice and self-evaluation include the views of parents and their children and this is used to plan further training to enhance the setting further.

## 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 observed the children during activities and their interactions with the childminder.  
The inspector sampled a range of documentation including child and staff records,
- accident and medication forms and evidence of suitability of other people living on the premises.
- The inspector took account of comments in parent questionnaires and spoke with a number of parents to gain their views on the quality of the provision.
- The inspector discussed the childminder's reflective practice and self-evaluation systems.  
The inspector spoke to the childminder during the course of the inspection to
- ascertain her understanding of the requirements of the Early Years Foundation Stage.

## Inspector

Lara Hickson

## Full report

### Information about the setting

The childminder registered in 2010. She lives with her two adult children. The family live in four bedroomed house in New Barn near Longfield, Kent. There are many amenities locally including parks, library and pre-schools. The home setting has good transport links and the nearest train station at Longfield is a five minute drive. The childminder is happy to take and collect from local schools and pre-schools. The family have no pets.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is currently caring for eight children on a part-time basis, six of whom are in the early years age range.

### What the setting needs to do to improve further

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

- enhance further the already robust systems to promote independence skills by enabling children to participate in the preparation of snacks

## Inspection judgements

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

The childminder demonstrates an extremely secure understanding of the learning and development requirements of the Early Years Foundation stage. The quality of the childminder's teaching is excellent. She plans and organises an extensive variety of activities and experiences which enthuse and motivate children. As a result, they are eager to join in and are active, purposeful learners. For example, children are encouraged to explore and initiate their own play experiences and the childminder is on hand to engage and challenge them, stepping in when they require support or encouragement. The childminder interacts exceptionally well with the children and engages them in play activities, supporting their learning through lots of purposeful conversations which further enhance children's learning. For example, when children are playing with a doctor's kit she introduces the names of the different medical equipment, such as a stethoscope and explains what they are used for. The childminder clearly understands the expected levels that children should reach at their different ages and differentiates planning clearly between the younger and older and more able children. This ensures that she supports children's progress effectively.

The childminder has extensive observation and assessment systems in place that provide her with an extremely accurate picture of children's ongoing progress and development. She makes regular observations on children that are linked to the areas of learning and identify children's individual learning priorities. These form the children's wonderfully

detailed learning journey records which are full of written observations, photos and examples of craft work. The childminder has excellent systems to involve parents in their children's development. For example, she gains information from parents about their child's individual needs and abilities when their child starts which helps her to accurately assess and plan for their child's starting points. The childminder discusses children's progress with parents on a regular basis, providing regular summative assessments on how they are progressing. Through discussions, the daily diary, the notice board and monthly newsletters, she gives parents regular feedback about their children's activities and experiences. In addition, the childminder regularly shares early years children's detailed 'learning journey' records with parents. The childminder has completed and shared the progress check with parents when children are between two and three years old. This enables any concerns regarding children's development to be identified and early intervention sought to reduce any gaps in children's learning.

Children are extremely well prepared for the next stage in their learning. From an early age the childminder encourages children to make decisions about what they want to play with and where they want to play. The childminder has created an inviting and well-equipped playroom where children can help themselves to a broad range of toys, equipment and resources. Outings to local toddler groups support children's key social skills such as sharing and turn taking.

High priority is given to supporting and enhancing children's communication and language skills. The childminder supports their language development exceptionally well through introducing vocabulary extensively during play activities and everyday routines. She is very patient as she supports children's developing communication, praising their efforts and reinforcing words again if a child says them incorrectly without drawing attention to their mistake. For example, when a child tells her 'medcun not dere', the childminder repeats 'Is the medicine not there?' and goes with the child to look for the pretend medicine bottle in the playroom. As a result, children confidently attempt new words and their vocabulary develops at a rapid pace. The childminder encourages children to recall past events when enjoying art and craft activities with natural material such as fir cones, leaves and conker shells. She extends their thinking and vocabulary through open-ended questions about where they collected these items and this leads onto additional conversations about what else they did, what they wore and who they went with. Children love sitting and looking at their learning journey records with the childminder, discussing past experiences and events, which enhances their concept of time and greatly extends their language skills.

Outings to local toddler groups promote key social skills such as sharing and turn taking. The childminder enthusiastically promotes active learning. For example, children grow a variety of vegetables in the garden which helps develop their understanding of nature and the world and supports their concept of healthy eating.

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

The childminder supports children to develop a very secure understanding of the importance of healthy lifestyles by providing daily opportunities for physical exercise, fresh

air and a healthy diet. She encourages children to develop independent hygiene routines from an early age and provides the appropriate equipment to support this. For example, children use a step up stool in the bathroom to aid them to wash their hands independently. The outdoor area provides an extensive variety of play experiences that incorporate all areas of learning. As well as daily access to the garden area the childminder plans regular outings to a variety of local parks with different apparatus to enhance physical skills. They also enjoy trips to local to country parks for nature walks and the promenade where they enjoy feeding the ducks. The childminder discusses children's individual sleep routines with parents during the settling-in sessions which helps to ensure that they rest in line with their individual requirements. Children settle down for their sleep without any problem due to the childminder's caring, calm demeanour when they show signs of tiredness. Consequently they have a restful sleep, waking with renewed energy to enjoy more play activities.

Children form strong emotional attachments with the childminder due to her highly effective settling in procedures. They show strong levels of belonging and independence as they investigate and explore the wide variety of toys and activities. These are stored at low level in colourful storage boxes and on shelving units which enable children to choose what they want to play with. The childminder has put laminated labels on storage containers with pictures and lower case print to support children's decision making skills further. During the settling-in period, the childminder discusses all aspects of children's individual characters and requirements with their parents, which enables her to meet their needs effectively. The childminder is extremely nurturing in her approach and this really enhances children's feelings of security, belonging and confidence.

Children's health and safety is promoted exceptionally well. The childminder has a valid paediatric first aid qualification ensuring that appropriate first aid is given in an emergency. She has extremely thorough procedures for recording the administration of medication and accidents and these are shared with parents. The childminder has comprehensive procedures in place to ensure that meals and snacks are in line with individual dietary requirements. This is in line with forthcoming legislation. For example, the childminder has written to all parents informing them of what meal and snacks she provides and what ingredients these contain, in line with Food Standards Agency guidance regarding regulation coming into force in December 2014. The childminder offers children an extensive range of nutritious snacks and this includes a wide selection of fresh fruit, salad and raw vegetables. Parents have the option to provide a packed lunch for their children and many have chosen this option currently. The childminder fully supports their wishes as she feels that this is another way of preparing children for the move onto nursery or school. Children help to prepare the table for food and can help themselves to drinks throughout the day, refilling their bottles independently from a water dispenser unit. However there are less consistent opportunities for them to be involved in the preparation and serving of snacks. Behaviour is managed exceptionally well by the childminder who uses suitable age-appropriate strategies to manage any inappropriate behaviour. The childminder sets clear, consistent boundaries so that children know what is expected of them and understand the consequences of their behaviour on others. If children do things that could potentially be dangerous the childminder provides them with clear explanations about why their actions are not safe. For example, when children finish playing with activities she suggests that they help her to tidy them away and gently

explains that this will prevent them from tripping over them and hurting themselves. She keeps children safe through gentle reminders. For example, the childminder discourages one child from climbing on her sofa, explaining the child may fall and hurt themselves.

The childminder has comprehensive risk assessments in place to ensure children's safety and well-being in her home and on outings in the local community and further afield. She reviews risk assessments regularly to ensure that she identifies all hazards so she can take appropriate action to minimise the risks to children. She completes a daily checklist prior to children's arrival to ensure that the setting is safe and secure and that there are no identified hazards that could pose a risk to children.

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

The childminder demonstrates an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, particularly with regards to recording and reporting any concerns relating to child protection. She is completely confident with the signs and symptoms of abuse and the procedures she must follow in the event of a concern. A comprehensive folder is in place specifically related to safeguarding with extensive policies and procedures to promote children's care and well-being. These include her procedures regarding the use of cameras and mobile phones in her setting.

The childminder demonstrates a clear passion for providing high quality childcare that enriches the care and learning experiences of children in her care. She ensures that toys, activities and experiences fully support children in all areas of learning both indoors and outdoors. Her pursuit of a high quality childcare service is evident in the innovative activities she sources from the internet such as making hedgehogs from conker casings, which many of the parents comment on during feedback. The childminder demonstrates an exceptionally positive attitude towards her ongoing personal development and regularly reflects on and evaluates her childminding service. This is demonstrated in the childminders comprehensive self-evaluation and reflective systems. She is constantly evaluating her practice and includes the views of children and parents to ensure that she continues to offer an excellent service. For example, she uses parental questionnaires to gauge parental and child opinions and has recently extended these to give her a more extensive insight into parental views on key aspects of her service. The childminder is constantly improving her knowledge through attending numerous training courses and researching new initiatives and ideas on the internet. As a result she has extended her knowledge in learning and development, health and safety and supporting children's emotional well-being.

The childminder has established extremely successful partnerships with parents, involving them extensively in their children's learning and development from the start of their child's placement. For example, initially parents are asked to complete a questionnaire on their child's development and interests and she uses this information to form a baseline assessment and plan for individual needs. She also sends parents regular photos of their children enjoying activities and provides verbal feedback upon collection. She also

provides extensive written feedback through the daily contact book in which she highlights any achievements and provides information about the activities and experiences enjoyed. The contact book provides a shared dialogue between parents and the childminder. This greatly ensures that children are consistently supported in both their home and the childminding setting and are making the best possible progress. Comments from parents highlight their impressive opinions of the childminder and her service. These include 'It's her hidden vocation in life, she's more than a childminder to me and is that extra piece of the jigsaw in my child's development,' and 'She has an aura about her that puts children and parents at ease'.

The childminder has put in place highly effective systems to share children's learning and development with other early year's settings children attend or move onto. For example, the childminder completes written transition documents and records of transfer for nursery staff and reception teachers. Other professionals involved in children's care have commented on how valuable they find these summative assessments. For example they use these to support children to settle into their new environments and to meet children's needs and individual interests.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY405030
<b>Local authority</b>	Kent
<b>Inspection number</b>	724703
<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>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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