

<b>Inspection date</b>	17/10/2014
Previous inspection date	28/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
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**

- The childminder has excellent relationships with parents which has a positive impact on the children's individual learning.
- The childminder has a strong understanding of the learning and development requirements of the Early Years Foundation Stage. This helps her ensure activities are challenging and exciting and helps children make rapid progress in their learning.
- Children are extremely confident and keen learners. They are particularly well prepared for the next stage in their learning and the move to school.
- The childminder completes high quality assessments of children's learning which helps her plan effectively to promote individual children's development and ongoing progression.

## 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 practice in all areas used for childminding.
- The inspector had discussions with the childminder, parents and children.
- The inspector sampled a range of documentation.
- The inspector carried out a joint observation with the childminder.

## Inspector

Anna Fisk

## Full report

### Information about the setting

The childminder was registered in 1997. She lives with her husband and adult children in Milton Regis, Sittingbourne, close to shops, parks and schools. The whole of the ground floor, including the bathroom, are used for childminding. There is a fully enclosed area of the garden used for outside play. The childminder is currently minding six children in the early years age group. She also cares for children aged from five to 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from local schools. She is a member of an approved childminding network and is currently in receipt of funding for the provision of free early education for children aged three and four years. The childminder supports children who are learning English as an additional language. The childminder has completed a Foundation Degree in early years. The childminder works with a co-childminder.

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

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

- enhance younger children's sensory experiences further with more time to fully explore different media and materials independently and freely during planned activities.

### Inspection judgements

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

Children are enthusiastic and keen to participate in activities. They are highly motivated learners who thoroughly enjoy exploring their environment and actively seek answers as they discover new things. For example, when they found spiders in the garden an older child collected the magnifying glass and a spider information chart to help them discover more. The easy access to resources means that children take an active role in initiating their learning. The childminder provides an excellent range of activities that cover all areas of learning. She plans and prepares activities extremely well providing children with the support they need. For example, the pizza making activity took account of the various ages of the children participating. Children thoroughly enjoyed making pizzas and all were enthusiastically involved. The childminder successfully introduced lots of mathematical language, which helped children develop their knowledge and understanding in a meaningful way. Children confidently talked about the shapes and size of the ham and cheese they added for the pizza topping. Babies were enthralled with the texture of the tomato puree and explored it with their hands. The childminder encouraged the babies to spread it on the pizza base. However, the childminder focussed on making the pizza rather than enabling the younger children to continue exploring the puree freely. Consequently,

on this occasion, she missed the opportunity to enhance their sensory experiences further. Overall, the childminder provides excellent activities that are rich in learning opportunities, varied and imaginative. Consequently, this encourages children to achieve their learning potential.

The childminder places an extremely sharp focus on helping children to develop their communication and language skills. She teaches them exceptionally well, which means children of all ages are constantly building on their language skills and vocabulary. The childminder supports children who are learning English as an additional language effectively in line with the parent's wishes. The childminder adapts her use of language to meet the individual age and ability of the children in her care. She addresses each child's needs extremely clearly and effectively for their age. This enables individual children to thrive on their experiences with the childminder.

Assessments of children's progress include parental contributions. Parents report that they are included in their children's learning very successfully through daily discussions and regular written feedback in their progress records. This helps ensure the educational programmes are strong and activities meet the individual needs of the children who attend. Parents report that the childminder consistently supports their children's stage of learning and changing interests exceptionally well. They comment that their children are eager to attend. The childminder uses a tracking system to monitor children's development regularly and ensure they make rapid improvements from their starting points when they first attend. The childminder establishes these from observations and discussions with parents at the first visit. In this way, the childminder meets each child's educational needs and interests fully ensuring they make excellent progress.

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

The childminder ensures that all children, especially the younger ones, develop secure emotional attachments through consistent and sensitive support. The childminder gets to know children extremely well and understands their individual needs. For example, she recognises when young children are ready for their sleep and provides the comfort they need. Children's trust and attachment to the childminder enables them to flourish in their learning.

The childminder promotes healthy living exceptionally well and helps children to develop a clear understanding. For example, lunch and snacktime routines are well established. These social occasions in the day demonstrate the children's great confidence and self-control in the childminder's care. They talk together while helping each other prepare and serve the food, waiting their turn and remaining polite and helpful. The childminder uses these opportunities to talk about nutritious food choices and the importance of healthy lifestyles in a way the children understand.

The superb environment is stimulating and exciting. Resources are plentiful and varied allowing children to extend their own play and make choices. Children freely choose what they want to do. The childminder responds to children's interests and is highly successfully

at challenging them in their play. For example, she uses open-ended questions to encourage sustained shared thinking as the activities progress for the older children. The younger children are encouraged through relaxed conversation and repetitive language. There is an atmosphere of joy and confident exploration. Children are clearly motivated to learn. They are encouraged to be independent. Outside, the older children are encouraged to make decisions around suitable clothing in the weather. The childminder asks them, 'Are you hot or cold?' so they learn to think for themselves. They develop their physical skills as they explore the wide range of equipment available.

The childminder pays extremely close attention to children's safety throughout the day. She reminds children of her house rules and being careful around doors as they open and shut. This encourages the children to develop their own understanding of safety. The childminder's home is safe and secure. The garden has a pond that is securely covered and fenced off enabling the children to play safely.

The childminder promotes children's personal, social and emotional development very well. She plans a variety of activities, which offer quick results and achievements for the children. Consequently, children constantly benefit from success as it boosts their confidence. The consistently open and daily discussions with parents ensure the childminder is supporting and easing any concerns or worries the children or parents may have. The excellent level of care and understanding given by the childminder provides the children with exceptional opportunities to reach their full potential. The childminder provides children with the opportunity to share their thoughts and ideas as they look at their progress journals freely throughout the day. Children recall events and activities as they look at pictures and share these moments with their one another. This establishes a sense of achievement and self-worth. The childminder assesses children's well-being through the tracking process ensuring she is aware of any particular support she may need to give. Consequently, children develop confidence and self-assurance, which is highly advantageous for future learning.

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

The childminder has an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This enables her to provide an extremely welcoming, safe and secure environment for children to learn and progress. The childminder has a very thorough knowledge and understanding of child protection issues. She makes sure that she informs parents about her responsibilities and the procedures to follow should she have any safeguarding concerns. Consequently, the childminder promotes children's safety and welfare exceptionally well.

The childminder uses thorough self-evaluation processes, which include monthly meetings with other professional childminders to discuss ideas for change or improvement. The childminder invites children's participation and involvement so that they are fully involved in making improvements, such as the recent vegetable garden and sensory area. This helps the children to become independent thinkers and develop a sense of ownership. The

childminder has addressed the recommendation raised at the last inspection by ensuring she promotes all the areas of learning equally well. The childminder sets targets for her professional development and the service she provides. She reflects on the changes she makes and monitors the outcomes. Consequently, this helps her maintain continuous improvement and be highly effective in her practice.

The childminder has an excellent understanding of the areas of learning and having completed her Foundation Degree is focussing on further improvements to her work environment. She is updating her child protection and safeguarding training as part of her ongoing professional development. The childminder uses a highly effective and consistent assessment system to monitor children's progression. This includes the required progress checks for two-year-old children. This enables her to ensure educational activities reflect the needs, abilities and interests of all the children she cares for. The childminder implements highly successful arrangements for engaging with parents and other professionals. This helps provide children with continuity in their care and learning. The childminder continuously reviews and improves the quality of her teaching. Consequently, children flourish in her care and make excellent progress towards the early learning goals.

### **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>	125979
<b>Local authority</b>	Kent
<b>Inspection number</b>	825364
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28/01/2009
<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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