

Inspection date

Previous inspection date

23/01/2013

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

- The childminder provides excellent levels of engagement using children interests to promote all areas of learning in small bursts of time. She knows the children extremely well and provides a very individual service for each child.
- The childminder has an exemplary knowledge of the Early Years Foundation Stage and how to promote all areas of learning through her well devised planning, observations and assessment system that promotes progress at all times for the individual child.
- The childminder provides excellent promotion of children language, especially the introduction and use of dual languages throughout their play.
- The childminder is extremely committed to continuous improvements. She attends numerous training courses with excellent implementation to promote outcomes for children.
- Children have access to an extensive range of resources that link experiences, both indoors and outdoors, to extend their interest in 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 most of the inspection observing children's play and development and the childminder's interaction with the children.
- The inspector took into consideration the childminder's documentation and records of children's welfare and development.
- The inspector used evidence of both indoor and outdoor learning experiences.
- The inspector used the electronically submitted self evaluation form as evidence.

Inspector

Claire Parnell

Full Report

Information about the setting

The childminder registered in 2009. She lives with her husband and four school aged children in Tunbridge Wells, close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding, with use of a bedroom on the first floor for sleeping babies. There is an enclosed garden for outdoor play. She is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for three children in the early years age

range on a part time basis. She supports children with English as an additional language.

What the setting needs to do to improve further

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

- enhance children's interest and understanding in activities through always providing clear and precise explanations about why they are doing things, for example, why they wear gloves to protect their hands from cold objects such as snow.

Inspection judgements

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

The childminder has an excellent understanding of how children learn. She uses her skills, knowledge and abilities to support children's learning extremely well. Children are making significant progress towards the early learning goals due to the individual attention their learning gets. The childminder knows the children extremely well. She understands their personalities and interests, leading to successful programmes of activities, both planned and spontaneous, that promote their learning to the next stage. The childminder allows children to make choices from a huge range of activities, experiences and equipment. These are rotated on a daily basis to encourage independent choices and provide variety. Children can also choose additional resources by using a pictorial guide displayed in the hallway and these resources are then brought down from upstairs.

Children are constantly engaged through their own choice of play or by effectively planned activities with an innovative learning intention for each child. The childminder is very skilled at using open-ended questions to lead children's thinking and stimulate their ongoing inquisitiveness in their learning. For example, children explore the snow that the childminder has brought inside. Children explore the texture and sensory aspects of the snow whilst others are enticed into the activity by introducing their favourite toy cars and vehicles. They also use technology by taking photographs of the event. Children learn about mathematical concepts such as pattern and sequencing by the track marks of the vehicles in the snow as well as comparing volume and size by making snow cones. They begin to recognise that tracks make marks and create patterns in the snow. Some children continuously go over the same track where as others are encouraged to make further patterns to extend their dexterity and skills of mark making. The childminder talks to children about the cars in the snow and children talk about them crashing. The childminder skilfully extends this to help children to learn about people who help us such as fire fighters and ambulances. However, on very rare occasions the childminder does not

fully inform children of the reasoning behind equipment to support their interaction in the snow. For example, the childminder asks children to put the gloves on but does not extend the explanation about the snow being cold. Children's interest quickly moves onto other activities but the childminder provides precise questions to extend their critical thinking. For example, children playing with money and the shop talk about how much money they have, where this belongs and past visits to shops with the childminder.

The childminder uses exceptional spontaneous experiences to support children's learning further. She is very quick to recognise the noise of a helicopter over head and asks children what it is. They show great interest in the noise and are taken outside immediately to observe, ask questions and make comments on the sound and what they see. Children are engrossed by books and select their own confidently from the top of the settee which is laid out each day with fresh books that interest children. The childminder is dynamic in engaging children in activities that are linked to their interests. She introduces a calendar with pictures of classic British cars to the children, which sparks off great excitement and interest in the pictures. This results in a very lengthy and stimulating conversation about numerous aspects on the cars and links these to their language, mathematical concepts and observing the world around them. This cleverly and expertly links many areas of learning into a spontaneous activity that is sparked by the childminder's knowledge of children's interests. Children are inquisitive about the world around them and use technology to explore the outside world. They look at books about the birds in the garden and use the binoculars that are placed on the window sill to recognise the birds from the books.

The childminder has a very effective system to observe, assess and plan for children's ongoing development. This is mainly planned around topics but cleverly links to the next steps identified through the childminder's observations and photographs showing children's achievements in all areas of learning. This information is continuously shared with parents through a daily journal and children's profiles. Regular assessment accurately identifies children's current stages of development within Development Matters and also uses information from parents to make planned targets for their ongoing progress. Their progress efficiently demonstrates that children gain skills for the future.

Children are highly encouraged to use dual languages whilst in the childminder's care. As she is bilingual in English and French herself, she uses these transferable skills to support children's communication and language to a very high degree. Children successfully respond to the childminder in both languages demonstrating their versatile skills at understanding and speaking dual languages at a very early age. The childminder shows a great respect for diversity and equality, promoting children's understanding of differences throughout their play. They have access to an excellent range of resources and experiences that positively reflects language, culture, faith and ability.

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

Children are extremely confident and independent in the childminder's care. They freely choose where to play in her house and are offered numerous opportunities to explore the

outside world throughout the day. The childminder's skilled and sensitive approach to each individual child helps them to feel physically and emotionally secure in her home. Children show high levels of interest to explore and experiment in their play, eagerly showing others what they have found and how they work. Young children also have confidence to approach visitors to ask for help and support. Children show a very keen interest in helping others. They share toys and equipment and make sure everyone is included in routine activities. For example, children select their own cups and plates for snacks and lunch time and make sure younger children are given their choice of cup as well. The childminder is forward thinking and provides equipment to support children's self help skills such as offering small jugs to pour their own water.

Children learn effectively about risks by the childminder's simple but very successful explanation, reminding children how to keep safe and to use equipment appropriately. For example, young children are reminded to go down the step into the lounge on their bottoms. In addition they are all reminded to tidy away the toys on the floor before starting a new activity. Children show high levels of understanding about appropriate behaviour. This is due to the prolific praise and encouragement given by the childminder, in both languages. They celebrate children's positive attitude towards others through sharing and turn taking and when they achieve something new. Therefore children have very high levels of self-esteem and pride in their achievements.

Children learn about keeping themselves healthy through the foods they eat and the extensive physical exercise they partake in. Children are encouraged to choose their snacks from the fruit bowl and to prepare it themselves. They peel the oranges and with support peel a banana. The childminder is actively aware of what they like to eat, although parents provide their main meals. The childminder talks to them about healthy foods and encourages them to drink especially after physical activities such as jumping on shape and colour mats to music. The childminder talks to children about healthy choices and provides them with very healthy alternatives to their provided food if they do not want this. Children are accomplished at recognising when they are hungry and what they want to eat.

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

The childminder has a very clear understanding of how to keep children safe. She has attended child protection and safeguarding training and has a thorough knowledge of procedures to follow if she has concerns about children in her care. Parents are made highly aware of her responsibilities. Very efficient risk assessment helps to provide a substantially safe, secure and stimulating environment for children without having a detrimental affect on their independence and freedom to explore. Children go on regular outings with the childminder, either locally or further afield. Extensive risk assessments are carried out for these trips, especially if visiting the seaside. The childminder carefully and precisely plans these trips to include other childminders to raise the supervision rate of children in her care. All the records and documentation that positively promotes children's welfare is recorded precisely and stored confidentially, sharing only relevant information

with appropriately people. Visitors are requested to sign in and out of the house. This shows who has had access to children, although children are highly supervised when with the childminder.

The childminder pays meticulous details to her policies and procedures that positively reflect the service she provides for children and their families. The service extensively involves parents and their families in the day to day care routines and children's development. A well written and informative daily journal helps parents to feel part of their child's day. This includes information such as particular developmental achievements and events throughout the day. Their learning profiles are shared with parents on a regular basis and are regularly assessed to summarise where their children are currently at within the stages of learning. Both parents and the childminder work very closely together to identify areas of children's learning to focus on for the next few months. The childminder takes a proactive interest in children's learning at home. She encourages parents to inform her of their children's achievements so that these can be incorporated within her tracking of their progress. This gives a clear and precise picture of children's learning journey. The childminder has a purposeful interest in other settings that children attend. She makes professional liaisons with their key person and communicates regularly, using information together to develop targets for consistent approaches and continuous practices.

The childminder shows a very high commitment and dedication to continuously improving her service for families. She consistently attends training courses to develop her skills and knowledge in all aspects of child care and development. These are extensively implemented to promote better outcomes for children. The childminder has a very professional approach to her childminding and recognises the importance of identifying her strengths and the areas for further development. She eagerly accepts information from other professionals and researches additional information to help children to flourish and develop to their highest potential.

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. 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	EY402075
Local authority	Kent
Inspection number	724578
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3

Name of provider**Date of previous inspection**

Not applicable

Telephone number

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 that are usually their 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

