

Inspection date

Previous inspection date

14/07/2014

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 making excellent progress towards the early learning goals and are developing all the skills to help them in their future learning. This is as a result of the impressive teaching and support the children receive.
- The high quality partnership with parents and carers contributes significantly to children flourishing in the setting.
- The childminder and her assistant are kind and caring. They nurture the children successfully so that they become settled, enthusiastic learners. Children show they feel safe and secure, and they are very happy in the care of the childminder and her assistant.
- The childminder uses excellent strategies to support children's developing understanding and communication skills.
- The childminder evaluates her provision highly effectively. She values the views and opinions of everyone connected to it and is continuously looking for ways to further improve the provision.

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 activities indoors and in the garden.
- The inspector had discussions with the childminder, assistant and children.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector read parents' and carers' views about the provision.

Inspector

Karen Scott

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two school-aged children in Maidstone, close to shops, parks, schools and pre-schools. The whole of the downstairs of the childminder's house is available for childminding with a fully enclosed garden for outside play. There is a step down to the garden. The family has a dog and two cats.

The childminder is registered on the Early Years Register and is currently minding eight children in this age group. She is registered on the compulsory and voluntary parts of the Childcare Register and offers care to children aged over five years to 11 years.

The childminder walks and drives to local schools and pre-schools to take and collect children. She attends toddler groups on a regular basis. The childminder is a member of an approved childminding network. The childminder receives funding for the provision of free early education for children aged two, three and four years. The childminder works with an assistant.

What the setting needs to do to improve further

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

- enhance the process of self-evaluation by using appraisals with the assistant to explore further ways to improve practice.

Inspection judgements

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

Children are making exceptional progress in all areas of their learning. The strong relationships that children have with the childminder and her assistant result in them feeling confident and free to explore and investigate the environment. They are given space and time to be investigative learners. Children are extremely creative and are given support to be able to think critically as they play and explore. The atmosphere is warm and loving, and children giggle as they play, enjoying positive interaction with the childminder and her assistant. Due to the high feeling of security children are happy to speak with the inspector, sharing things that are important to them. The environment is rich in discussion with children engaged in conversation as they play, talking through activities. The childminder works very closely with parents and carers to help children develop their understanding and speech, learning signing so that children are able to communicate successfully. The childminder's dedication to supporting speech development is helping children to make excellent progress from their starting points. Toys and resources are labelled, helping children to understand that words have meaning. Children

love the cosy story times with adults, and play often leads on from what they have enjoyed as they interact with books. Mathematical language and concepts are continuously introduced into children's play, helping them to develop very good understanding. For example, children drew circles and then talked about the shapes they made as they moved around on a bouncing toy.

A wealth of art and craft resources are easily accessible, enabling children to create interesting and individual works of art, using their imaginations to great effect. Children feel confident to express how they are feeling, spontaneously dancing to sounds that toys make. Visits to places of interest build on children's knowledge about the world around them. After a visit to the museum children became very interested in butterflies so activities were offered that developed this interest and promoted further learning, in particular art and craft activities because these are a favourite with the children. There are many posters displaying things of interest that children are drawn to and then the adults help them to learn about what is on them. Children enjoy regular exercise in and outdoors, making requests for apparatus that will build on their enjoyment and physical development. They particularly enjoy playing with ride-on toys, manoeuvring successfully around each other. The adults make sure that drawing tools are suitable for all ages so that children can develop their skills confidently.

The childminder and assistant have an excellent understanding of how children learn and use this knowledge to provide activities and experiences that promote learning impressively. Assessments are regular and help adults to plan for children to move onto the next steps in their learning. Each child has a developmental folder that is shared regularly with their parents and carers to help them become involved in their children's learning journeys. Children's starting points are assessed in conjunction with parents and carers, enabling progress to be monitored and interests followed on from the earliest opportunity. Each child's developmental folder has a wealth of information from home. The close partnership between the childminder, assistant and parents results in children receiving individual support, participating in continuous learning and making outstanding developmental progress, flourishing at the setting. Children benefit from positive interaction with adults, who extend and develop their play. The childminder and assistant are enthusiastic and passionate about providing a loving learning environment that supports children to make exceptional progress. They have high expectations of all children but are also realistic about children's abilities, motivating them to learn. Children are exceptionally well prepared for the next steps in their learning, pre-school and school. They are confident, have strong self-help skills and are very keen learners.

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

Toys and resources are clearly labelled, at child height and easily accessible, helping children to make choices about what they play with. They know what is available and due to their sense of security and strong attachment to the childminder and assistant children excitedly explore and help themselves to the toys that they wish to play with. This helps them to be independent learners. Toys and resources are suitable for the ages and stages of development of the children attending. The childminder and assistant regularly review

what is available to ensure that this continues to be the case. For example, they are putting together a treasure basket of objects that they feel will stimulate babies' interest and growth as they discover a range of textures and weights. Children were observed to have very high levels of concentration at activities that they chose and those that are suggested by adults. This is because they receive high quality support to motivate them. The adults help children to develop an understanding of playing safely, giving clear explanations as to why they should behave in particular ways. For example, children are reminded that they need to sit down while drinking and the reasons for this.

Top priority is given to ensuring that children are independent and have strong self-help skills, managing their own needs. Children take themselves to the bathroom to wash their hands without prompting, knowing why and when it is important to do so. They take their shoes off and put them into a box before entering the playroom, and help themselves to them when they want to play outside. Children help themselves to drinks, pouring their own, showing an understanding that after exercise they may be thirsty. They have their own coloured cups, helping them to do this, supporting their very well developed independence skills. At lunch time children make choices about what they wish to eat as they look at pictures of nutritious foods and posters of fruit and vegetables, learning the names of various foods, developing knowledge while making choices. Children make choices about whether they wish to play in or outdoors. They are given reminders about playing outside as part of a healthy lifestyle and are developing an understanding of the importance of fresh air and exercise. Children enjoy playing in both areas so adults ensure that learning and challenge is offered both in and outdoors. Children's care needs are exceptionally well met as the childminder and her assistant work very closely with parents and carers to ensure that this is the case. Consequently children are very well settled and happy in a very caring environment.

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

The childminder and assistant have a high regard for the safety and welfare of children. They undertake thorough and robust risk assessments of everything that children come into contact with at the setting, and when on outings. This helps to keep children safe and secure. The adults have an excellent understanding of their role in safeguarding children. They keep their knowledge and understanding on safeguarding matters up to date through training. They are fully aware of the procedures to follow should they have any concerns about a child in their care. Parents and carers are fully aware of what the setting will do if they have any concerns. The childminder works very closely with parents and carers to ensure that they receive appropriate support and guidance if they have any concerns about their children's welfare. Written policies and procedures give a detailed account of the childminder's practice and are shared with parents and carers so that they are fully informed too.

The childminder is extremely proactive in driving improvement. The childminder and her assistant continuously reflect on their practice and are always looking for new ways to maintain the excellent learning and outcomes for children. To help them to do this they

evaluate their provision, making plans that will add to children's experiences. For example, they are in the process of building a sand tray that can be used in a range of heights to ensure that all children can enjoy this activity. The childminder and her assistant highly value the views and opinions of others connected to the setting. Parents and carers fill in questionnaires where they grade the setting and make suggestions that they think will enhance it. The questionnaires show that parents and carers are exceptionally happy with the provision. They write, for example, that they are pleased with the positive relationships their children have with the adults, and how happy they are to attend. Children's views and opinions are also sought, making them feel valued and part of the provision. This is done in a fun way as children draw questions from a sack, sharing their responses with the childminder. The childminder and assistant are also extremely appreciative of the support they receive from the childminding network who highly praise their practice, sharing what they do with other childminders to help them develop their settings. The adults participate in training that builds on their impressive knowledge and understanding of childcare and learning matters. The childminder supports the assistant to develop her practice but has not done a formal appraisal yet. She is allowing the assistant time to settle into her role. The childminder reports that she is extremely pleased to work with the assistant as they share ideas and are able to ensure that children receive plenty of support and attention.

The childminder is quick to share any concerns about children's progress with parents and carers so that children can receive the extra support they require. The adults assess children's learning and development and the activities that they participate in highly effectively. They promote children's learning exceptionally well across all areas of the curriculum. Children thoroughly enjoy the varied and interesting activities. They are making excellent progress while being exceptionally well prepared with skills for the future.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY468149
Local authority	Kent
Inspection number	961059
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	8
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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