

Inspection date

Previous inspection date

28/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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 2

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 are involved in a wide range of varied activities which the childminder adapts to suit their different ages.
- Children develop confidence because the childminder offers them praise and encouragement for all their achievements.
- Children play well together because the childminder teaches children to value and respect each other.
- The childminder works closely with parents and others to support children in all aspects of their development and learning.

It is not yet outstanding because

- Children do not have sufficient gardening equipment or an area in which to grow plants. This limits their opportunities to learn about the natural world.

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 conducted the inspection over a two hour period.
- The inspector observed and spoke with the children.
- The inspector checked the childminder's regulatory paperwork and children's progress records.

Inspector

Linda Coccia

Full Report

Information about the setting

The childminder was registered in 2011. She lives with her partner and four school age children in Minister-on-Sea, Sheerness, Kent. The ground floor of the property is used for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently ten children on roll of whom, two are within the early years age range. The childminder offers care to children up to the age of 11 years.

The childminder is available to walk or drive to local schools and pre-schools to take and

collect children. Children accompany the childminder to the local parent and toddler group and other local amenities. The family has a pet rabbit.

What the setting needs to do to improve further

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

- provide more resources outdoors to allow children to investigate the natural world.

Inspection judgements

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

The childminder has a good impact on children's learning and progress. This is because she has a good understanding of the way young children learn. The childminder's educational programme is varied to cater for children's expected levels of development. Regular and precise assessments are used effectively to make sure all children are progressing very well in relation to their starting points. Children show that they are interested and keen learners. The younger children engage in activities in short bursts whilst older children display higher levels of concentration in the games and activities they choose. This demonstrates good characteristics of effective learning. The childminder has high expectations of the children and motivates children very well. She engages and challenges their levels of learning with suitable questions and comments. This means they receive good support to acquire new skills for future learning.

The children love to use the garden. They watch the family's pet rabbit scampering about and often help to feed it. They use the garden play house as a shop and a drive through restaurant as well as a house. However, the childminder does not have gardening equipment or a growing area for children. This impacts on children's exploration of the natural world. Children use lots of role-play equipment both indoors and outside to act out scenarios they know. Children use activities which help them learn about mathematical concepts such as shape and measure. They count bricks with the childminder as they build towers to knock down and measure ingredients to make cakes.

The children demonstrate good communication skills. This is due to the childminder's good use of language and the different ways she prompts children to remember things. For example, when sorting through the box of cars a child comes across a sign for road works. The childminder asks if the child can remember where they have seen the sign before. They receive praise for remembering. Children enjoy lots of music when with the childminder. The younger children in particular love the push button toys which make music. They throw their whole bodies into dancing and moving in time to the music. The older children like to make music with the instruments. The childminder has a number of computer type toys which help children to develop reasoning skills as they select the

correct picture to press to get an answer. The older children are very good at this whereas the younger children just like to press the buttons to make a noise.

The childminder adapts activities for the different ages of children. For example the younger children use soft modelling dough whilst the older children use harder materials which are more robust for model making. All children enjoy creating pictures to take home to parents. They often bring pictures they made at home to the childminder. Children use a wide variety of materials in order to explore textures as well as colour and shape to be expressive with. All children enjoy books and story time with the childminder. They take turns to select their favourite stories and listen to the childminder's engaging storytelling methods. All children take part in activities to help them learn about different customs and celebrations around the world. They also talk with the childminder about differences they see between each other, such as age differences and gender differences. The childminder makes sure that all children receive the same opportunities whilst adapting activities to ensure everyone, regardless of age or ability can join in. Parents are also involved in some activities. For example, they recently joined in at an Olympic sports day held with other childminders. The childminder reports that a good time was had by all.

Recently the childminder has helped prepare children for transition to playgroup and into full-time education. She has visited the new settings with the children and their parents. Children have talked with her about the new setting and how they feel about the changes. She has supported them well and they have met the challenge of transition with little or no upsets.

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

The childminder provides a stimulating, well resourced environment for children. She uses her home well allowing children to move freely from room to room and to the outdoor area to select toys to play with. This helps children develop independence. The children are friendly and welcoming to visitors. This shows they feel confident in the setting and secure with the childminder.

Children's physical well-being is a high priority to the childminder. She conducts effective risk assessments to help keep them safe and her good procedures help children to consider how they can keep themselves safe while they play. For example, children talk about emergency evacuation after a drill and use road safety games. The childminder encourages children to consider how their play impacts on others. For example, whether they are sharing their toys to make everyone happy or thinking about what children younger than themselves can and cannot do. This encourages children to care about each other and be co-operative with one another. The children's good behaviour reflects their positive relationship with the childminder. All children receive lots of praise and acknowledgements of their achievements. This helps children gain confidence.

The childminder discusses children's individual dietary needs with their parents. She provides healthy options in all snacks and meals and which she knows children will enjoy. Children use play food to demonstrate that they can make healthy choices and use the

childminder's good hygiene procedures before joining in cooking activities. Children have lots of opportunities for outdoor play, as they use the garden, local park and other outdoor amenities in the area. Children can explain that when they play outdoors in the sun they need sun cream, sun hats and lots of water to drink. This shows that they understand the need to look after their bodies.

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

The childminder has a good understanding of her role and responsibility to safeguard children. This is reflected in her good use of effective policies and procedures to help her achieve her aims. For example, she only releases children to persons nominated by parents to collect their children. She has a clear written complaints procedure that she shares with parents. She ensures her regulatory paperwork, such as the attendance record and accident and medication records are complete. The childminder explains all of her procedures to parents to help them understand how she operates her service. This benefits the children because their parents feel secure in leaving them with the childminder.

The childminder has a secure understanding of the areas of learning and how children learn from their experiences. She demonstrates this in her accurate records of children's skills and abilities. The childminder's comprehensive baseline assessment of each child help her to identify their next steps, plan interesting activities and regularly monitor and plot children's progress.

The childminder has already improved some areas of her service to benefit children and has accurately identified others for future improvement. For example, she has joined a local childminder group so that children can get more social interaction with their peers. She is eager to develop her practice further.

The childminder works closely with other care settings to ensure good support for children. Her good procedures allow her to liaise with children's key persons and teachers to exchange information about their progress. She ensures that any information received is included in the child's progress record and discusses it with parents. Parents report that their children are very happy with the childminder and that she provides good, flexible care. One parent comments that the childminder is a major contributor to her child's development and social life which has resulted in the child gaining confidence both physically and mentally. The childminder allows time at the end of each day to discuss children with their parents. This benefits the children because regular discussions of their needs take place.

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	EY432402
Local authority	Kent
Inspection number	776630
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
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 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.

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