

Inspection date

Previous inspection date

11/09/2012

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

- The childminder has a good understanding of how children learn and has used Development Matters in the Early Years Foundation Stage effectively to guide her so that she identifies the most appropriate next steps, so children progress well.
- Children benefit from the childminder's very positive relationship with their parents because the childminder has gained their trust and confidence in a short time, so finds out useful information about what children can do when they first start with her..
- Children make good progress because the childminder devotes so much time and attention to them, participating in their play well and communicating both clearly and constantly with them.
- Children gain good attitudes to learning because the childminder provides them with enjoyable activities.

It is not yet outstanding because

- The records of learning and development do not reflect all the significant information on individual needs and development or how children have settled into the provision, to provide a full picture of each child to share with other professionals, when necessary.

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 observed children's play indoors and outside.
- The inspector held discussions at appropriate times with the childminder about children's activities and their progress.
- The inspector reviewed documentation including children's records and a selection of other paperwork.

Inspector

Susan Scott

Full Report

Information about the setting

The childminder was registered in 2011. She lives with her partner and teenaged son in Walderslade, Chatham, Kent. The whole ground floor of the childminder's house is used for childminding and there is a bathroom available upstairs. There is a bedroom available upstairs for children to sleep in and an enclosed garden for outside play.

The childminder is also registered on both parts of the Childcare Register. Currently, the childminder cares for two children in the early years age range. The family has a pet dog.

The childminder has completed a relevant training course with the local authority.

What the setting needs to do to improve further

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

- record individual achievements which reflect significant progress for every child, in order to share these with other professionals

Inspection judgements

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

Children who are new to the provision have settled in well. All are making good progress. They are happy and keen to explore the toys and activities and are challenged well by the activities provided. They show confidence and clearly enjoy being in the childminder's care, for instance, by putting their arms up indicating they want the childminder to pick them up for a cuddle. The childminder has a good understanding of how to promote their learning and to use their individual interests to motivate them. For example, she takes children out each day and encourages them to notice and talk about the things they see outside, such as the birds on the feeders in the garden.

The childminder keeps good records overall of her observations, assessing children's progress accurately and using this information to construct plans to enable children to learn and develop. She records children's next steps across every area of learning and development and refers to the Development Matters in the Early Years Foundation Stage to ensure she is delivering the most appropriate play experiences for individuals. Children each have a folder that records their learning and achievements together with some photographs. However, there is some key information which is not incorporated into these records, which can be used to provide a complete picture of development at a later date. Parents look at these records regularly and are encouraged to comment on them or to discuss these with their childminder. Parents discuss relevant information with the childminder prior to their children starting, in order to establish their starting points. The childminder shares the information she is gathering about children's achievements and development. For example, the childminder shares photographs of children participating in pretend Olympic events in her garden and their drawings. She is alert to children's developing skills and needs. For example, she notices how children hold crayons or move around, so that she can discuss their next steps with parents. Children benefit from interesting visits to the library that help develop literacy. This and other visits, support their learning about the community in which they live and the world around them.

The childminder shows clear awareness of how to promote equality and diversity. She devotes her time and attention to the children in her care and supports all children's

developing communication and language well. Very young children are learning words like 'up' and 'down'. The childminder demonstrates what these words mean using good teaching techniques while children use toy cars on a track. Thus, they see the meanings of the words from her actions and consequently extend their understanding of early mathematical vocabulary. Children enjoy activities that develop their physical skills. They refine their coordination and control through using crayons and feeding themselves. Children enjoy learning new skills. When they learn to blow a toy trumpet and make musical sounds, they show a sense of pride in their achievement. These positive attitudes to learning will support their future learning when they leave the childminder.

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

Children's well-being is nurtured through effective provision for personal, social and emotional development. The childminder displays sensitivity and a good understanding of how to organise the provision so that children feel secure and accepted. The childminder also has a good understanding of how children learn. She delivers positive and challenging experiences to help them to do so. For example, she uses words such as 'put them in a line' and shows photographs for young children to learn new vocabulary and peoples' names. Such methods encourages children to find their voices and communicate verbally.

Children show they feeling safe and that have great confidence in the childminder. As a result of this security, they are happy to develop their independence; for example, they help themselves to toys and will fetch and use tissues to wipe their noses. Children learn to wash their hands after outdoor play or touching the dog, which establishes good hygiene habits. They enjoy varied healthy options for their meals such as fish fingers, vegetables and potatoes followed by yogurts or fruit. They behave well in the childminder's care as she establishes clear and understandable boundaries. For instance, when a child is waving a toy hammer nearby, she explains it will hurt if they hit her with the hammer.

The childminder supports children's physical needs successfully by providing plenty of opportunities for them to play outside in the garden or nearby parks, so that they develop positive attitudes to exercise. Children are learning how to keep themselves safe as they hold the childminder's hand when outside near roads, and learn about the Green Cross Code. Children benefit from playing together in the childminder's home and visits out to local toddler groups help develop their confidence further. They develop social competence and are prepared for other social events by mixing with others and in larger groups. All such visits help support their self-assurance and aids their eventual move to nursery or school.

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

The childminder shows a good understanding of the Early Years Foundation Stage including the learning and development requirements. Children are making good progress

because they enjoy a varied range of activities inside and outside the home. They are protected effectively by the childminder's clear knowledge of safeguarding and the good measures she has taken to ensure their safety. For example, the children are kept secure because the childminder uses the lock on her high garden gate, and children do not use the hallway unsupervised. The childminder has undertaken child protection training and is completing a Diploma in Home-based care, showing her desire to further her knowledge and drive improvement.

The childminder evaluates the activities continually and has sought parents' views on how she can improve her service. She has addressed the only issue raised successfully by displaying more pictures and posters, so making her home more appealing to children. Children are free to select from a varied range of play resources and equipment, inside and out. The childminder checks from careful observation what further resources will be of benefit and is building on these, showing useful evaluation of her provision. For example, she has noticed how push along toys outside help one child and is providing more to use inside to extend all children's physical skills. She observes children closely, and sensitively promotes their well-being. The observational assessments made are used effectively to plan for children's next steps in learning and help the childminder provide good support for both children and their families. For example, children form strong attachments in a short time and this enables them to develop confidence and explore their surroundings.

Parents are appreciative of the provision and express their great satisfaction with the service they and their children receive. Comments made by parents include how they 'never had to worry' about children when left with the childminder, as they knew the children are very well looked after. Parents are familiar with their children's development and progress because they are shown the records frequently and they have conversations and useful verbal feedback on every occasion their children attend. Parents are asked for a full range of information in order to inform the childminder of any individual needs and the childminder is well informed about any specialist agencies or professionals who are involved in children's care and development. The childminder has initiated contact with another carer who looks after one child and she is planning how to extend the information sharing processes in preparation for completing the two-year checks and children's eventual attendance at nurseries or school.

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	EY437066
Local authority	Medway Towns
Inspection number	797067

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
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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