

Inspection date

Previous inspection date

24/10/2012

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

- Partnerships with parents are strong. Information is shared effectively so that they know about all aspects of their child's time with the childminder.
- Children settle well and feel safe and secure. A thorough knowledge of children's routines at home enables the childminder to care for children consistently, enhancing their feeling of security.
- The childminder is professional and thorough. Relevant documentation is well maintained, and she makes constant improvements to her practice.
- The childminder's good knowledge of individual children's progress enables her to plan play experiences, which are overall tailored to their individual needs.

It is not yet outstanding because

- Although the childminder takes children to parks and groups daily, she has not made the garden into a rich and challenging resource for children to extend their learning.
- Children do not have sufficient opportunity to explore and express themselves through sensory play.

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 the childminder interacting with children.
- The inspector discussed the childminding provision with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector discussed the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers.
- The inspector scrutinized relevant supporting documentation.

Inspector

Cilla Mullane

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and young child in Chatham, Kent. The whole of the house, with the exception of the bedrooms, is used for childminding. There is an enclosed garden available for outside play. The childminder is currently caring for one child in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare

Register. The childminder drives or walks to local schools and pre-schools to take and collect children.

What the setting needs to do to improve further

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

- develop the outdoor space and resources where children can explore, build, move and role play to further promote all areas of learning
- extend children's opportunities to explore materials by, for example encouraging them to make marks and to squeeze and feel media such as paint, gloop, dough and bubbles.

Inspection judgements

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

The childminder is adept at observing children, and using her observations to assess accurately what children can do, and what they could learn next. Her clear record of progress from children's starting points enables her to identify any gaps in their learning or her provision of activities. Furthermore, she plans for children's future progress successfully using these records in consultation with parents. As a result, children progress consistently across the areas of learning, and achieve appropriately for their age.

The childminder concentrates appropriately on young children's personal, social and emotional development, and as a result, babies are becoming sociable, and gaining confidence and an inquisitive attitude, which will benefit their future learning. Babies move around confidently, exploring their surroundings and manipulating the toys. The childminder lets them explore in their own time, and they show an interest in shaking, rattling and putting objects in their mouths. The childminder notes their interests, and is therefore able to get out toys and equipment that holds their attention.

Young children make good progress physically, as they are free to practise crawling and pulling themselves up in a safe environment. They see interesting colourful and noisy toys, and reach and turn over to get them. Babies start to communicate, encouraged by the childminder who mimics their vocalisations, showing interest. Babies turn and take notice in response to their name being called. Young children have less opportunity to begin to enjoy sensory exploration, expressing themselves using, for example paint or water.

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

Children feel safe and secure in the childminder's care. They show this by contentedly snuggling in for their bottle. The childminder and parents work closely together to ensure that routines are consistent at home and with the childminder. They sleep at regular times, and the childminder knows how they are comforted. As a result, children feel safe and cared for. The childminder shows that she appreciates what children do, for example commenting 'that's a lovely smile!', which makes children feel loved and special. Careful settling in processes enable children to gain confidence quickly. They see the childminder at ease with their parents, and get to know the childminder during several introductory visits.

Babies' self-help skills develop as they learn to feed themselves, holding a spoon as they are fed. They show that their physical needs are met, as they are relaxed and content. Outings in the fresh air are frequent, introducing them to a healthy lifestyle.

The indoor environment is thoughtfully set out. The childminder notes what type of toys children are attracted to, and ensures these are readily accessible for them to explore. However, little use is made of the garden for children to take a variety of indoor resources out into the outdoor environment. Toys are organised to meet children's current needs and stage of development.

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

The childminder thinks carefully about all aspects of her work in order to improve and develop. Since registration, she has set herself challenging goals, which has resulted in improvements in her knowledge, and good partnerships with parents. Her action plan includes further challenges, such as learning more about safeguarding children, and increasing her knowledge of how to carry out and record the two year assessment for children. She thinks ahead, and plans in advance, so she is ready to meet children's needs as they progress.

The childminder is very attentive to children's safety. The home is safe because she has a good awareness of potential hazards, and risk assesses carefully. Procedures are reviewed to keep children safe. For example, she has practised the fire evacuation, and made improvements, such as keeping children's contact records in children's bags by the door.

The childminder's positive attitude to training and developing her practice has had a direct impact on the children. For example, her training about how children learn enables her to adapt learning experiences to children of different ages.

Parents express their satisfaction with the childminding service. They are reassured that their children arrive and leave happy. They state that the childminder keeps them well informed, and appreciate the daily diary. They feel that the childminder is professional and

caring. Parents receive information daily about their child's time with the childminder. Every aspect of their care is noted in a well presented diary, and includes achievements and activities in addition to records of food and sleeps.

The childminder's good records of children's development, and her strong partnerships with parents provide a good basis to enable her to share information with other professionals when required.

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	EY440445
Local authority	Kent
Inspection number	789671
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
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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