

Inspection date

27/11/2012

Previous inspection date

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 happy and show they feel very secure in the childminder's care. They have a strong and trusting relationship with the childminder as she is exceptionally vigilant and aware of their needs.
- The ongoing observational assessments of children's learning and development are informative and precise. The childminder's plans show a very good understanding of how young children learn and this enables each child to make good progress.
- The childminder plans well, using a wide range of attractive toys, games and resources. She uses books, games, pictures and posters which represent all kinds of cultures, families and abilities. This develops their understanding of people and communities.
- The childminder has excellent relationships parents so that children receive support that is tailored to meet their individual needs. Good information sharing enables the childminder to make children feel at home in her care and feel valued.

It is not yet outstanding because

- The childminder has not established contact with all the providers who share the care of children, in order to identify all children's needs and help them make progress.

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 in the playroom, lounge, kitchen/dining room and discussed their activities with the childminder.
- The inspector sampled the childminder's documentation and her policies and procedures.
- The inspector discussed the childminder's online self- evaluation of her service.
- The inspector reviewed children's information and development records.
- The inspector sampled the letters parents had written about the childminder's service.

Inspector

Susan Scott

Full Report

Information about the setting

The childminder registered in 2011. She lives with her husband and five children in Upper Halling, near Rochester, which is in Kent. The childminder uses the whole of the downstairs area for childminding. The childminder takes children to a park for outside play. The family has a small dog. The childminder cares for a total of eight children, five of

these are in the early years age group and all attend part time. She is able to extend the number of children in the early years age group when she uses an assistant, which she does occasionally. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She drives to local schools to drop off and collect children. She is a member of the National Childminding Association (NCMA).

What the setting needs to do to improve further

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

- promote the overall learning and care of children by developing arrangements for information sharing and partnership with other providers that also provide care.

Inspection judgements

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

Children are very keen to explore the toys and activities. For example, they enjoy the opportunities to make cookies. The childminder has a precise understanding of how to use effective teaching methods to promote their learning. She uses a varied and interesting range of experiences to stimulate them. For instance, she uses a recipe she has downloaded on her I-phone to make the cookies, so that children understand the many uses of technology.

The childminder devotes her time and attention to the children in her care and supports their developing communication and language successfully. For instance, children learn the names of different ingredients as she asks them to select the porridge oats, sugar or the flour. She describes how she has made the butter soft to mix it in and challenges children to use a whisk, which they do well. This offers children good opportunities to refine their coordination and control by stirring or as they use spoons to scoop and measure.

Children benefit from going out each day. They explore the seasons, collecting a tray of Conkers which they use in their imaginative play. They collect leaves and made collages with them, and enjoyed splashing in puddles. Children like to use the different play figures. For example, those with crutches, which they use in their imaginative games. They visit the local library and extend their social experiences by attending local childminding groups. This, and pictures on the playroom walls showing all sorts of people, such as traffic wardens and nurses enable them to develop an understanding of their

community.

The childminder supports their developing understanding of counting, quantities and how to solve simple problems. For instance, children learn to name the different sized bowls and enjoying counting the cookies they have made. One child is encouraged to think about her next birthday after telling the inspector she is three. This teaches her how to order numbers. Older children develop their understanding of reading by using books. They practice writing and painting using the resources. They also enjoy helping to sort items for recycling into different bins and play a board game about recycling.

The childminder uses exceptionally good teaching techniques. For example, she ensures the toys and activities are practical, interesting and well-matched to each child's abilities. Her skilful involvement in their play has a positive impact on children's learning and development, so that all children make good progress in readiness for school. The childminder plans children's experiences to cover the seven areas of learning, indoors and out. She refers to the Development Matters in the Early Years Foundation Stage (EYFS) to ensure children are making the best progress they can. She bases her planning upon children's individual interests and abilities and extends their experiences into other types of play. The written observations of children's play show an accurate and precise understanding of their development and reflect their ongoing progress.

The childminder establishes what children can do when they first start through discussion with parents and her observations. There are detailed learning journals and daily diaries that are readily available to parents at anytime as well as regularly shared. The childminder also shares 'Wow' moments and children's achievements by sending texts to their parents. She has begun to prepare for completing the two year old checks and talks to children and parents about their experiences at nursery or school, offering good support.

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

Children feel every secure and safe as their well-being is nurtured through effective provision for personal, social and emotional development. The childminder is sensitive to children's needs, providing them with excellent support so that they feel able to voice their feelings and sometimes say no. For example, they are encouraged to wear aprons when cooking but are able to refuse if this upsets them. Children learn how to behave in a considerate way as the childminder is a very positive role model being patient and kind. This makes develop confidence and nurtures their self-esteem well. Consequently children form a very strong bond with her.

The childminder provides a wide range of materials and resources that add depth to children's experiences. Children are happy and enjoy their play as the childminder participates and makes things fun for them. For example, she remarks 'whoops' when one child fills a water cup to the top and the children laugh at this. The childminder has a good understanding of how to include and support all children which promotes children's good behaviour. She continually acknowledges their achievements by remarking on their

successes.

Children feel secure, and as a result of this, they are happy to develop their independence. For example, they choose what they want for lunch such as cheese on toast with tomatoes. Children are independent in their personal care. They take themselves to the toilet and then wash their own hands. Children enjoy varied healthy foods, such as fruit which they can request at any time and are learning to make healthy bread.

The children are learning how to keep themselves safe through the childminder talking to them about how people must have permission to take photographs of them. They respond to expectations, learn to be caring towards others, develop self-care skills and enjoy their activities. This results in children gaining good skills and attitudes to underpin their eventual move to pre-school or school.

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

The childminder implements all aspects of the Early Years Foundation Stage (EYFS) including the learning and development requirements successfully. Children are making good progress because they enjoy a well-planned and stimulating range of activities inside and outside the home. The childminder effectively protects children through her knowledge of safeguarding and the good measures she has taken to ensure their safety. She keeps the children secure because she is constantly vigilant in her supervision of them. For example, she checks with visitors if they have anything that could be sharp or dangerous with them.

The childminder has undertaken courses in Child Protection and Learning and Play. In addition to this, she has achieved a Level two qualification in Early Years Care and Education. She successfully evaluates the activities she provides to continuously develop her service. For instance, she intends to use the garden so that children can choose when to play outside and grow fruit and vegetables to eat. The childminder provides attractive resources and toys reflecting diversity. Children are free to select from a varied range of play resources and equipment inside the home which is regularly changed to ensure it has fresh appeal to them.

Parents express great satisfaction with the service they and their children receive. Their letters confirm how happy children are in the childminder's care and that they are well looked after. They state that the childminder has made a 'massive difference to their lives; offering incredible, flexible, support'. They appreciate the good behavioural support and write that they would recommend the childminder, emphasising what a fantastic job she is doing. They write that it is the children's second home. Parents are familiar with their children's development and progress because they receive frequent verbal feedback and have good access to the records of development and progress. The childminder asks parents for a full range of information in order to inform her of any individual needs and others who also care for children. However, the childminder has not yet put in place arrangements for sharing information with other organisations who care for children and

with whom she does not have direct contact.

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	EY422870
Local authority	Medway Towns
Inspection number	739986
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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 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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