

<b>Inspection date</b>	08/01/2013
Previous inspection date	06/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- The childminder provides children with a spacious play area and a large variety of toys and resources which she regularly rotates so that they children are interested in their play.
- The childminder has a wide variety of experience in caring for children with additional and special educational needs and/or disabilities. She successfully builds upon the self-esteem and abilities of children so that they become more confident.
- The children enjoy a variety of local outings where they experience different activities such as all kinds of messy and physical play with dough and jelly and sports or rhyme time.
- The childminder keeps children safe by supervising them well and using her stair gates to prevent access to areas of the home where she needs to accompany them.

#### **It is not yet good because**

- Children do not have varied opportunities to explore a range of cultures, religions and events through activities.
- The childminder has not planned a range of physical activities indoors for when children are unable to go out to fully support their individual learning styles.

## 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

- Inspector arrived at 9.30am, showed Passbook ID. Inspector left at 12.30pm.  
The majority of inspection time was spent observing the childminder's input and the children she was caring for. This took place in the childminder's home in the lounge/dining room.
- Ongoing discussion and observations with the childminder took place throughout the visit.
- The inspector sampled children's information and development records and the childminder's policies and procedures.
- A discussion took place with one parent in person.

## Inspector

Susan Scott

## Full Report

### Information about the setting

The childminder was registered in 1988. Registration is for the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. The childminder lives with her husband and adult family in Strood, Kent. She is currently

minding four children of whom two are in the early years age range. None of these attend full time. There are local shops, parks, schools and pre-schools within walking distance. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outdoor play. The family have two rabbits, a guinea pig and fish. The childminder is a member of the National Childminding Association and is a Community Childminder with the local childminding association.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the programme for physical development by planning an energetic range of activities indoors for when children are unable to go outdoors, for example, exploring new ways of moving, such as squirming, slithering and twisting along the ground like a snake and moving quickly, slowly or on tiptoe.

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

- extend the celebrations of varied cultural, religious and community events and experiences.

### **Inspection judgements**

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

The childminder plans children's experiences to cover the seven required areas of learning, indoors and out. She refers to the document Development Matters in the Early Years Foundation Stage to ensure she is delivering suitable play experiences for individuals. The childminder provides a wide range of materials and resources that interest children overall and she makes plans to include children's favourite toys and resources. The childminder demonstrates an appropriate understanding of children's development and ongoing progress through using the observations she makes of them at play. The childminder establishes what children can do when they first start through discussion with parents and by making her own observations. She records children's achievements and shares these with parents verbally and in the children's learning records.

The childminder uses suitable teaching techniques. She ensures there are toys and activities which are interesting and well-matched to each child's abilities. This has a positive impact on children's learning and development, so that all children make suitable

progress. Children using train and tracks are encouraged to recognise the shape of the track which is a figure of eight. The childminder offers children a variety of new words when they are playing, describing how something is stuck so it will not work. She offers a helicopter, naming it and shows and names the propeller on top, introducing new language and mathematical words to describe positions. The children learn how to operate mechanical toys when the childminder demonstrates how the propeller goes round and they learn to identify colours when the childminder offers them red toys.

Children benefit from going out most days and like to go to the local library to join in with the rhyme-time. These occasions mean children extend their social experiences and develop an understanding of their community. Children participate in some cultural celebrations like Chinese New Year and Christmas but the programme to do this is not fully developed. Therefore, children do not gain an awareness of many different cultures and beliefs. Children enjoy good opportunities to refine their physical control by pressing buttons to make some mechanical toys work which develops their understanding of technology. They particularly enjoy energetic play when they join in activities at local groups such as the 'sports for kids' by playing with balls and bats. Children do not always experience energetic physical play on the days when they do not go out to groups or play in the garden. This is because the childminder does not plan different physical activities for them indoors, such as exploring the different ways in which their bodies can move. This is particularly relevant for children who, when they cannot go out, show signs of restlessness, indicating that they need some energetic play.

Children are keen to explore the toys and activities the childminder provides. For example, they enjoy sharing books with the childminder. They like simple story books because the childminder uses these to read and to encourage children to think about the experiences they have had. For example, they talk about the carrots illustrated in one book and remember the carrots they have grown in the garden. Children enjoy the childminder's time and attention and learn to sing simple rhymes and join in with the actions of 'Two little dickie birds' which reinforces their understanding of language. All these experiences help children develop the skills they will need for the next stage in their learning.

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

Children settle in successfully and their well-being is nurtured through the effective provision for personal, social and emotional development. The childminder is sensitive to their needs, gently reminding them to share and behave well so that they enjoy their play. The childminder adapts her suggestions and questions to make children's play appealing and fun for them and this helps them form a strong bond with her. Children are happy and well-settled. For example, she encourages children to sit close to her on the sofa to share books and they enjoy this.

The childminder supports children's behaviour in a very positive way. For example, she continually responds to them, such as when they want the same toy and she teaches them to share or distracts them successfully by playing with them. She includes all the

children well, offering to change the nappy of one toddler after the other has been changed and they both want her attention. The children laugh when the childminder makes a joke when she changes them, making them feel secure and comfortable. As a result of this, they are happy to develop their independence.

Children develop independence; for example, they learn to feed themselves and help themselves to their drinks whenever they are thirsty. Children enjoy varied healthy routines. Children have accompanied the childminder to a healthy eating course where they learned about healthy foods and the childminder says she learned about portion control. The children also like to talk about the vegetables they have grown in the garden such as, carrots which supports good eating habits.

The children are learning how to keep themselves safe as they are gently reminded not to climb onto the toy box when they have emptied it. They respond to expectations, learn how to play with others, and learn self-care skills as well as enjoying their activities. This results in children who are gaining good skills and attitudes to underpin their eventual move to nursery, pre-school or school.

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

The childminder has a commitment to improving her service and making sure her skills are up to date. She has completed some courses such as first aid and attended a training session on the revised Early Years Foundation Stage. She has familiarised herself with the new requirements and the available documents. The childminder has a good knowledge of the safeguarding and welfare requirements and how these impact on children's care. She is vigilant and supervises the children effectively.

The childminder is aware of her responsibility in delivering the learning and development requirements. She observes the children at play and mostly uses their interests and abilities to plan for their future learning needs. The childminder is aware of her strengths and areas for future development. She has introduced new systems for monitoring children's progress as a result of seeking advice from the Local Authority and has plans to increase her range of toys and resources. She also wishes to improve her knowledge of the learning and development requirements. The childminder seeks the views of parents and uses these to make ongoing improvements to her practice.

The childminder has strong relationships with parents. She shares information about children's routines and the activities they complete on a daily basis and makes her records available so that parents can discuss these with her. Parents spoken to on the inspection day are very satisfied with the service and say that their children settle in well and enjoy the varied activities and outings the childminder offers. The parents written references all remark on how happy and confident children are in her care. Parents appreciate the good care their children receive and the attention the childminder gives to their individual needs and welfare. Children are making progress in the childminder's care. The childminder has

well-established relationships with local schools and nurseries that children attend and informally shares her assessments of what children know and can do with those who share the care of children at present. This supports continuity in children's care and learning.

### 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

<b>Unique reference number</b>	103583
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	813242
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/11/2009
<b>Telephone number</b>	

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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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