

**Inspection date**

08/02/2013

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**

- The childminder is conscientious and has recently completed an early years qualification to help improve the quality of the care, learning and development she provides for children.
- The childminder builds warm relationships with the children, promoting their self-esteem and confidence.
- Children have access to a good range of resources to meet their individual care and learning needs and interests.
- Partnership with parents is strong, providing good links to support children's learning both at home and in the childminder's setting.

**It is not yet outstanding because**

- The garden is not well organised to enable children to explore and investigate the natural world.
- The childminder does not consistently promote sounds or support children with word patterns and rhythm in story books and rhymes.

## 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 spent the whole inspection observing the childminder and the children in the downstairs of the childminder's home.
- Ongoing discussion and joint observations with the childminder took place throughout the visit.
- Parental views were gathered from recently completed questionnaires.
- The inspector sampled documentation and children's development records.

## Inspector

Jane Wakelen

## Full Report

### Information about the setting

The childminder registered in 2011. She lives with her partner and two young children in Rainham, Kent. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

There is one step to access the premises. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is

currently minding two children in the early years age range. The childminder supports children with special educational needs and/ or disabilities.

The childminder collects children after school and takes and collects from two local nursery schools. She attends the local parent/toddler group and local childminding group. The family has pet fish in a tank.

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

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

- make use of outdoor areas to give opportunities for investigations of the natural world; for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind.
- provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms.

### **Inspection judgements**

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

Children confidently move around the downstairs of the childminder's home selecting resources from the wide range available. All children are confident, exploring the toys and often involve the childminder in their selection. They find toys that interest them, for example the trains and the track on the low table. Children chat to each other about what they are doing, for example, they show each other their picture on the easel. They share the small sit and ride toy, laughing as they try to squeeze on together. This demonstrates children have formed good relationships with one another and play cooperatively together. The childminder promotes children's communication, often repeating words in the correct form to the children to help with their developing speech. However, she does not always consistently encourage children to learn distinguish sounds in words, word patterns or rhymes. This does not enhance children's communication and language development.

Children have regular opportunities to visit the park to develop their large physical skills, such as climbing and balancing, and benefit from fresh air. Opportunities to use the garden however, are not always promoted daily and the outside equipment is not well organised. Consequently, children do not have free flow outdoors and therefore are unable to explore and investigate the natural world, such as the effects of the wind and experiment with the soil. However, children have good opportunities to explore natural

materials as they help make the play dough. They show good engagement in the sensory activity, using their fingers to feel the salt and the flour and then knead the dough. Children demonstrate increasing physical control as they play with the magnetic letters or use the tools in the dough. They have good hand and eye coordination, demonstrated by the way they carefully spoon the flour when making dough and when manipulating a stacking rings toy.

Children have good opportunities to develop their numeracy skills through play. The childminder encourages children to count the pictures in the book or count the stairs as they climb up them. They use number in practical activities such as making play dough, learning to count the spoonfuls of flour and salt. In addition, they begin to use mathematical language in their play, for example, children talk about the large and small fish in the book. Children have access to resources for building and often use these to extend their numeracy skills by sorting through colour or shape.

The childminder has an effective knowledge of the Early Years Foundation Stage and uses a clear system for recording observations and children's next steps. These next steps are used to inform the planning, although occasionally do not fully extend children's learning, such as in communication and language and understanding the world. Every term the childminder provides parents with a written summary of their child's learning and encourages a written comment from the parents. As a result, parents are able to contribute to their child's learning and are kept well informed about their child's progress and development. The childminder is in the process of planning for the two-year progress check and keeps parents informed about this additional assessment for children aged between two and three years.

The childminder operates a fully inclusive setting and offers children a good range of resources, posters and books that reflect different cultures and disabilities. This helps them begin to learn about diversity in the social world around them. The childminder is aware about children's individual needs and ensures she implements the programme of activities identified by other professionals and providers involved in children's care and education. Therefore, she promotes consistency in children's learning and all children make good progress relative to their starting points.

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

The childminder builds good relationships with the children, promoting their self-esteem and confidence through praise. She is calm and fair in her approach and consequently children play well together. Children learn from a young age about sharing the toys and taking turns, enabling them to develop good social skills. Opportunities to visit groups at the local children's centre for messy play or bounce and rhyme, provide additional opportunities to socialise with their peers. These opportunities, together with children's developing independence, washing their hands or putting on their shoes and coats, prepare children for their next move into nursery or school.

Children have good opportunities to develop their understanding about living a healthy

lifestyle because the childminder provides healthy snacks. For example, children have a choice of fresh fruit, carrot batons or toast. They have access to their drinks at all times and are able to choose what they would like for lunch, helping them learn about a healthy lifestyle. For example, one child chooses cheese sandwiches and understands cheese is a healthy option. Effective hygiene routines, for example, children washing hands before eating and good procedures for nappy changing help to protect children against cross infection.

Children learn how to keep themselves safe as they receive gentle reminders from the childminder. For example, younger children learn why they must not stand on the furniture, with older ones learning why they must sit on the chairs at the table. The childminder spends her time with the children, making sure they are safe and are able to play with resources that are suitable for their age of development. Written permission from parents for aspects of care, such as travelling in the car or using large play equipment enhances children's well-being.

Children access a wide range of resources, which cover the seven areas of learning to help develop skills such as creativity, literacy, language and numeracy . All resources are easily accessible in the playroom, enabling children to make independent choices to promote their own interests. The majority of toy boxes have labels with pictures and words, supporting children's knowledge of where toys are stored. This enables them to help tidy up in addition to linking words with meaning, which also introduces them to early literacy skills.

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

The childminder has a thorough knowledge of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She has recently completed an early years qualification, reflecting her commitment to providing good quality care for the children. She monitors her provision through self-evaluation to identify her strengths and areas to develop and makes changes to improve the provision and outcomes for children. She makes effective use of questionnaires to seek parents' views. The childminder implements their suitable suggestions to help ensure her service is meeting the parents' and children's needs and continually improving. Very positive comments reflect parents' satisfaction with the care their children receive.

The childminder has a good understanding about keeping children safe. She has attended a training course to update her skills and knowledge regarding safeguarding. She understands the process to follow should she have any concerns about the welfare of any children in her care and has the relevant telephone numbers in place to do so. The childminder has a well-written policy that she shares with the parents, in addition to a complaints policy as part of routine safeguarding measures to help protect children's welfare.

The childminder has good partnerships with external agencies and other providers in order

to meet children's needs well and provide children with continuity of care. The parents keep the childminder informed of any changes and the providers' share regular updates regarding children's learning and development. Therefore, children's individual needs are well promoted in partnership enabling children to flourish in the care of the childminder.

### 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
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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.
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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.
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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.
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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.
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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
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Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.
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### 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>	EY424128
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	751581
<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>	4
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<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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