

Inspection date	08/03/2013
Previous inspection date	01/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 and her children develop close bonds with the children, who are happy and confident in her care.
- Children enjoy their time with the childminder, who ensures they have fun and enjoy a wide range of stimulating activities which help them make good progress in all areas of their learning and development.
- The childminder positively promotes and encourages children to maintain a healthy lifestyle.
- The childminder has a good knowledge of how other settings work with the children she minds and she exchanges information regularly on their progress.

It is not yet outstanding because

- the childminder does not fully encourage parents to contribute to their children's learning records to fully support shared learning between home and in the setting.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 playing and interacting with the children. This took place in the childminder's home in the lounge, and conservatory.
- Ongoing discussion and joint 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.
- Parent's views were provided in the form of three written letters.

Inspector
Susan Scott

Full Report

Information about the setting

The childminder was registered in 2001. She lives with her husband and two teenage children in Hoo, Rochester, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The bathroom is on the first floor level. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a dog. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently caring for five children, three of these are in the early years age group. One of the early years children attends full-time and the rest attend part-time. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

What the setting needs to do to improve further

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

- further develop the systems to encourage parents to contribute to their children's learning, for example, through photo books that they can contribute to, to promote more shared learning experiences between home and the setting.

Inspection judgements

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

The childminder has a good understanding of how children learn and develop through play. She establishes children's interests and abilities when they first start at the setting by asking parents about these. She uses this information to help children settle quickly into her home environment by providing toys that are favourites with them. She observes the children while they play and her knowledge of children's individual interests to plan stimulating activities and extend their play and learning. For example, the childminder provided a mat that represents a track for cars for one child who likes to play with small cars and vehicles. Children have access to a wide range of good quality resources, which are interesting and challenging. They enjoy exploring and playing with small tea-sets. They enjoy a programme of activities celebrating varied events such as pancake day and Burns Night to support their understanding of the world around them.

The childminder's accurate assessment of children's abilities and focused planning supports children so they make good progress in all seven areas of learning and development. The childminder records children's achievements using photographs and

observation notes, and shares these with parents regularly. However, parents do not currently add to their children's learning records. This does not fully support the continuity of learning at home and in the setting to underpin children's best possible progress.

The childminder supports younger children in the development of their language and communication skills by describing the toys and activities they use. For example, she describes the bulbs they are planting by colour, describing the 'brown bit'. The childminder challenges children's physical skills by showing how to plant bulbs and cover them up with compost. The older children are keen to show their writing skills by writing names onto sticky labels for each pot of bulbs. They enjoy decorating the pots with stick-on animal shapes and discuss whether one of these is a worm, a snail or a caterpillar. Older children show how competent they are at counting by accurately counting the spots on the ladybird when asked. Children enjoy sharing books and stories with the childminder. They talk about the story of the caterpillar which they read together during the planting activity. The childminder encourages children to explore the different creations they can make with stickers, praising children for using the tiny pieces usually discarded to make a face.

Children develop their understanding of the world. They talk about how they will care for these planted bulbs, using water and sunshine. They learn about the wider world by participating in a sponsored run, hop and skip activity to raise funds for other children. The childminder displays a poster with images of children in other countries. This presents good opportunities for children to develop their understanding of what happens to the money they raise and they tell the inspector that it goes into the bank first. Children develop their physical skills, enjoying energetic play when they go out to the local parks and to the beach. The childminder takes children on outings further afield and they visit a children's farm which increases their knowledge of the world. These skills help to prepare children for their next phase of learning.

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

The childminder develops strong bonds with the children in her care. Children are keen to come to her home and are eager to spend time with the childminder and her teenage children. She provides a welcoming environment and genuinely enjoys the company of the children she looks after. Children's behaviour is good because there are stimulating and interesting activities for them to explore, and they are happily absorbed in their play. The childminder extends children's learning and development, praising their efforts and celebrating their achievements with positive comments. This builds children's self-esteem and encourages them to become confident learners.

The childminder positively promotes and encourages children to maintain a healthy lifestyle. They have daily opportunities to be outside in the fresh air. They develop their co-ordination and physical skills as they play in the garden or go to local parks where they use large play equipment. Children also enjoy going swimming with the childminder. The childminder works closely with parents to sensitively support children's individual care needs. For example, she liaises with parents over potty training and provides support so that children become independent in using the toilet and washing their hands. She

encourages children to adopt healthy routines and they each have an individual towel to dry their hands on, diminishing the chances of cross infection.

Children enjoy fresh fruit at snack times and meal times and have a balanced diet that includes a chip day so that they develop their understanding that some foods are meant to be enjoyed occasionally. One child tells the inspector that 'carrots help you see in the dark' showing a good understanding of how diet contributes to good health. The older children understand how to keep themselves safe while out by using the pedestrian crossings with light. They practice the emergency evacuation procedure. They are able to describe this to the inspector, showing their good understanding.

The childminder takes the children to local toddler groups. They take part in a variety of activities and develop their social skills by playing with other children. She successfully encourages them to play cooperatively with each other, giving occasional reminders to share and take turns. The childminder has good relationships with local settings and works in partnership with these to strengthen children's development and progress. The childminder shares information about children's development which effectively promotes smooth transitions between settings. For example, she has taught older children the alphabet song which they demonstrated when at pre-school.

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

The childminder has attended safeguarding training and is aware of her role and responsibility in keeping children safe. She knows what to do and has a record of who to contact if she has any concerns about a child in her care. The childminder has written policies and procedures to support children's safety and well-being. She shares this information with parents so that they are aware of her legal obligations. She has attended an approved paediatric first aid course and holds valid insurance for her childminding and the use of her car. The childminder provides a very safe home environment for children and supervises them vigilantly. She maintains risk assessments covering the indoor and outdoor environment so she can minimise potential hazards. She regularly checks her safety equipment, such as the smoke alarms, and carries out emergency evacuations with the children.

The childminder has attended training on the new Early Years Foundation Stage. She has been supported by a mentor in her observation, assessment and planning. She has reviewed her records to improve her assessments and planning for children's progress. She observes children in all seven areas of learning and monitors their development well.

The childminder shares information with parents both verbally and through the use of the records 'All about me'. This keeps parents informed of their children's achievements and they have acknowledged the progress their children make. Parents receive good information on a regular basis about their children's achievements. However, the childminder has not fully developed systems to obtain information from parents about their children's development at home. This means that she is not able to promote all

possible shared learning experiences for children. They have written very positive recommendations showing appreciation for the happy and loving relationship the childminder has developed with their children. They write that the activities she provides enable good the development of their children.

The childminder obtains the views of children she cares for and uses these when planning her provision. She took children to the seaside crabbing in the summer because they were so interested in this after watching a programme together. This shows how she uses feedback from children to evaluate the service she offers. The parents' views and her observations of children enable the childminder to successfully identify her strengths and priorities for improvement. These include planning the format to use for the new progress check for children who are two years old. The childminder understands the need to work in partnership with other agencies to support children who have particular needs. She has established good relationships with the local pre-school and childminder's group. She is aware that she can access additional advice and support if she needs to.

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 action. 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	156036
Local authority	Medway Towns
Inspection number	814213
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	01/03/2011
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, which are usually the childminder's 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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