

Inspection date	18/03/2013
Previous inspection date	05/10/2010

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 gives good attention to promoting children's welfare and wellbeing at all times.
- The childminder interacts constantly with the children, offering support to help ensure they are happy and enjoy what they are doing.
- The positive working relationship the childminder has developed with parents, benefits the children, helping to meet their needs effectively.
- The childminder provides children with a welcoming and stimulating environment, where they can make choices in their play.

It is not yet outstanding because

- there are fewer resources appropriate for young babies to handle and manipulate, and thereby support their growing physical skills.

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 explained the plan for the inspection.
- The inspector observed child care practices.
- The inspector viewed relevant childminding documentation.
- The inspector discussed practice with the childminder.

Inspector

Mary Vandeppeer

Full Report

Information about the setting

The childminder registered in 2006. She lives with her family in Strood, near Rochester, Kent. The dining room/play room and the study are used for childminding and there is a fully enclosed garden for outside play. The childminder is currently minding four children in the early years age group. She also offers care to children aged five years to 11 years. The childminder is registered on the Early Years Register and is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children. The childminder attends several toddler groups on a regular basis. The family has three cats kept as pets.

What the setting needs to do to improve further

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

- encourage babies to use resources they can grasp, squeeze and throw to support their physical development.

Inspection judgements

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

The childminder displays a good understanding regarding children's personal, social and emotional development. By planning and providing a range of activities children enjoy, she is able to encourage them to recognise how they feel in different situations. The childminder is skilful in managing children's behaviour, displaying calm and patience when dealing with minor disagreements. She knows how important it is to praise children's achievements and good behaviour, which promotes their feelings of confidence and self-esteem. The childminder gives all children's wellbeing good attention. She is also skilled at helping develop children's communication and language skills. She supports and encourages children's speaking, listening and understanding skills during their play. For example, when children are involved in a cutting and sticking activity, the childminder talks to them about what they are doing and gives instructions about how to use scissors safely. As children look at books she encourages them to say what they can see. For example, naming the animals in the pictures.

There are opportunities for children to develop their physical skills every day but fewer resources available for young babies to handle, in supporting their increasing physical ability. Children explore outdoor areas and their local community. They are able to use the garden every day, or they go with the childminder to visit local parks and play centres. This gives them opportunities to be active, learning skills such as climbing and balancing,

promoting their physical development. The childminder helps children learn to count, know their colours and has games and activities to promote this. For example, they count the fruit in their bowl at snack time.

The childminder obtains detailed information about children's backgrounds and individual needs, from their parents. She uses this to help her identify any gaps in children's learning and to plan every day activities flexibly. She provides a good level of opportunities for adult-led and child-initiated play so that children explore their own interests. Children's progress is steady as a result. The childminder has discussions with parents whenever they bring or pick up their children. Parents are able to look at their children's development records at any time and this helps to support their continuity of care and learning.

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

The childminder's home is welcoming and child friendly. Children's welfare and well being are her main priorities. This means the young children settle into a routine well, feeling safe and secure in her company. For example, they look to her to join in with their activities or to help them with things they find more challenging, such as getting their shoes on to go into the garden. The childminder is always on hand to give children comfort. For example, when they are tired or upset. She encourages children to be independent and to respond to their own needs. For example, by letting them choose the resources and materials they want for their picture, or the fruit they want for their snack.

The childminder gives good attention to children's health. She encourages parents to put healthy options in their packed lunch. The childminder makes sure that when required, she can provide nutritious foods for snacks and meals. This helps children learn which foods are good for them. Good hygiene routines are in place, so that even young children can start to understand why they have to wash their hands. This helps to prepare them for when they go to nursery or school. The childminder has recently attended a first aid course. As a result, she is clear about what procedures she would follow to treat children's minor injuries. The childminder carries out regular risk-assessment checks, helping to ensure that the environment, equipment and resources are safe for children to use. These assessments are recorded and also include the monitoring of places children visit. The childminder makes sure her car is checked regularly, ensuring that child seats are age appropriate. The childminder has completed safeguarding training and has used this and her childcare qualification and experiences, to produce well-written policies and procedures. This results in efficient processes which help to safeguard children whilst they are in her care. Children clearly trust the childminder and they are building good, positive relationships together.

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

The childminder has a clear understanding of the learning and development and welfare requirements and implements them well. Effective procedures in place ensure that the provision runs efficiently and to the benefit of all the children. She has taken the required action to meet all the previous recommendations. The childminder self-evaluates her provision, which has enabled her to review the improvements and changes required. These include updating how she records the observations she makes on each child and attending further workshops, covering managing behaviour and safeguarding.

The childminder has made contact with other child carers in her area, through attending different groups and events at a local children's centre. This also helps her develop and improve her childcare service. The childminder is qualified to Level 3 and has worked with children for several years. She has attended other training courses and workshops in the past, to help her keep up to date with current practices.

The childminder's policies are well-written and informative, showing the good attention she gives to safeguarding the children in her care. Parents receive copies of these to help make sure they are aware of the childminder's role and responsibilities. She encourages parents to be involved in their child's learning and development from the beginning. Good partnership procedures allow parents to contribute regularly to their children's learning and development. There are signed consents for relevant aspects of care and learning, such as the administration of medications, emergency treatment and outings. The childminder understands how vital it is to share information for children's continuity of care.

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.
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	EY340850
Local authority	Medway Towns
Inspection number	815233
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	05/10/2010
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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