

Inspection date

Previous inspection date

28/06/2013

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 highly efficient in the organisation of all her record keeping and documentation. This contributes to the smooth running of her service and promotes children's welfare strongly.
- The childminder's interaction with the children is consistently stimulating and encouraging. This supports children's progress well.
- The self-evaluation process is effective in identifying areas that would benefit from improvements, no matter how small.
- The childminder is knowledgeable about children's backgrounds, interests, skills and individual needs. She uses this information effectively to promote their well-being.

It is not yet outstanding because

- The childminder does not always actively seek information from parents about children's achievements at home to build a bigger picture of their all round progress.
- Although partnership working with other early years settings is well-established, sometimes communications do not focus fully on children's learning and development in order to promote consistency in children's outcomes.

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 spoke to the childminder and asked her questions about her practice, at appropriate times during the inspection.
- The inspector observed children playing both indoors and outside.
- The inspector observed the interaction between the childminder and the children.
- The inspector sampled records and documents.

Inspector

Mary Vandepeer

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her partner and son in Walderslade, Chatham, Kent. The whole ground floor of the childminder's house is used for childminding. A bathroom and sleeping facilities are available upstairs. There is an enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She offers care for children during the week, at weekends and overnight. There are five children on roll in the early years age group. The family has a pet dog.

What the setting needs to do to improve further

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

- enhance partnerships with parents and other early years settings children attend, to further promote a consistent approach to supporting their learning and development and progress.

Inspection judgements

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

Children make good progress in their learning and development. The childminder has a thorough understanding of how children learn through imaginative and self-initiated play. She believes in using a child-led approach to promote children's learning and development. The childminder provides a variety of challenging and interesting activities, often linked to the child's interests. For example, large building blocks and a crane means that children learn to manoeuvre the crane using a series of pulleys, in order to lift the blocks into place. This keeps them occupied and focused. The children are also learning to negotiate their play and work as a team for success. The childminder makes good use of the activities children enjoy and encourages their communication and language skills well. She is skilful in asking effective questions, which promotes children's good thinking skills. For example, when children puzzle over why the crane will not pick anything up, she asks them to think about what are they trying to do and where the best position is for the crane to do this. The children work it through themselves and are very pleased when they achieve their goal. The younger children have space to crawl and explore their surroundings. They are able to develop their physical skills well, and with the childminder's help start taking their first steps. The childminder chats to them, praising their walking achievements and she is rewarded with big smiles. The childminder is aware that this helps children progress further and promotes their self-esteem and confidence

The childminder has successful strategies in place to manage children's behaviour. The children respond positively, and are learning how to manage their feelings and behaviour in various situations. The children clearly feel valued when they are with the childminder and she gives them lots of attention and encouragement. The children are able to use the outdoor area whenever they want to. As the layout of the garden is a little restrictive, the children and childminder also visit local parks. This gives them more opportunities to run about and to use large-scale play equipment, further promoting their health and physical development.

The childminder helps children recognise their colours, learn to count, and has games and activities to promote these skills. For example, she counts the steps the new walkers take. Adult-led opportunities mean children can explore their local area and community. For example, the childminder takes the children to social groups, where they meet other adults and children. This promotes their good social skills as they learn to interact confidently with other children and adults. As a result, children develop good skills to support them as they move onto pre-school or school settings. The childminder always makes time to discuss the children's day and achievements with their parents, when they pick them up. She also uses a mobile phone during the day, to text parents, which compliments these conversations. However, the childminder does not always actively seek information from parents about their children's learning and development at home, to enable her to build a bigger picture of their progress. Children's achievements and progress records are effective and the childminder monitors their progress closely and therefore, identifies any gaps in their achievements. The childminder demonstrates a strong understanding of the importance of sharing information about children's care and learning, so that they are well prepared for their next stage of learning. She makes the children's progress records and summary assessments, such as the two-year-old progress check readily available to parents to view. As a result, parents have a good understanding of the progress their children are making in the childminder's care.

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

The childminder provides a child friendly, warm and welcoming environment. Children's welfare and well-being are the childminder's main priorities. She offers effective settling-in processes, which include pre-visits and gains good information from parents about their children's needs and interests. This means children settle in quickly and feel safe and secure in her company. For example, children look to her to join in or support them with their chosen activities or to guide them as they take their first steps. The childminder sensitively responds to children's needs for comfort, for example, when they are tired or upset. She displays effective skills at encouraging the children to respond to their own needs and become independent. For example, by letting them choose how they play with the resources and toys that interest them.

Children learn about which foods are good for them, this is because the childminder gives good attention to children's health. She offers nutritious options for snacks and meals, if parents wish these to be provided. The childminder promotes good self-care routines, which results, in children learning when and how to wash their hands properly.

Consequently, this minimises cross infection. The childminder has attended a recognised first aid course and has a well-equipped first aid kit. This means she is very knowledgeable about the procedures to follow to treat minor injuries children might sustain. The childminder carries out regular and effective risk assessment checks, which help to ensure the environment, equipment and resources children use are safe. These are recorded and regularly monitored. The childminder also risk assesses her car and the outings she undertakes with the children. This promotes children's safety thoroughly while in the care of the childminder.

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

The childminder is very effective in her organisation and planning of her childminding service. Her record keeping, procedural policies and documentation are kept and filed extremely well. Consequently, the childminder is able to locate any paperwork she needs to quickly. She has developed highly efficient records and forms to ensure she has all the information she requires and needs, to provide a fully informed childminding service. The childminder also displays a very good understanding of the requirements of the Early Years Foundation Stage. She records her numerous observations of the children's progress, very professionally. These are clearly linked to each child's stage of development. These records show that the children are progressing well in their learning and development.

The childminder has an effective and efficient system in place to self-evaluate her service. This results in her ability to assess and implement any changes required. These include improvements to the environment, resources and extending activities to make them suitable for all children. The childminder has begun to make links with other child carers in her area, through attending different local events. This also assists in the development of her childminding service. Attendance at training courses and workshops support the childminder well in developing her knowledge and understanding of childcare practice. The childminder shows a strong commitment to enhancing her professional development as she plans to undertake further training to gain a recognised childcare qualification in the future.

The childminder has recently completed safeguarding and child protection training and has used this to produce effective policy statements. This results in clear procedures to follow, helping safeguard children while they are in her care. All the childminder's policies and procedures are extremely informative and well written. They reflect the good attention she gives to the welfare, well-being and safety of the children in her care. Parents have copies of these, which raises their good awareness of the childminder's role and responsibilities. These along with the feedback the parents receive keep them well-informed about the childminder's service, and the children's time spent with her. Suitable links are in place with other early years settings some children attend. However, communication is not always fully focussed on sharing information about children's development and learning, and progress in order to provide a consistent approach to supporting children.

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	EY455403
Local authority	Kent
Inspection number	899323
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	10
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, 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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