

Inspection date	15/07/2013
Previous inspection date	25/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
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

- Parents and carers are fully involved in their children's learning and are supported exceptionally well by the childminder.
- The childminder shares her love of books, resulting in children enjoying positive interaction with stories.
- The childminder works very closely with other professionals, resulting in positive outcomes for children.
- The childminder has a high regard for children's safety, taking action to provide a safe and secure environment.
- Children are encouraged to be independent learners and undertake self-help skills, preparing them for the next steps exceptionally well.

It is not yet outstanding because

- Although children are protected from the effects of the sun and mostly play in shaded areas, the childminder is slower to fully protect them as the sun moves around.

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 activities in the home and garden.
- The inspector read the previous inspection report and the childminder's self-evaluation.
- The inspector had discussions with the childminder and her assistant.
- The inspector sampled a range of documentation, including children's records and safeguarding procedures.
- The inspector read letters from parents and carers.

Inspector

Karen Scott

Full Report

Information about the setting

The childminder registered in 2003. She lives with her husband, adult daughter and school aged child in Gillingham, close to shops, parks, schools and pre-schools. The whole ground floor of the childminder's house is used for minding and there is a fully enclosed garden for outside play. The family has a dog and a cat.

The childminder is registered on the Early Years Register and is currently minding five children in this age group. She is also registered on the voluntary and compulsory parts of the Childcare Register and offers care to children aged over five years to 11 years. The childminder works with assistants and currently supports a number of children with special educational needs and/or disabilities.

The childminder walks and drives to local schools to take and collect children. She attends toddler groups. The childminder is a member of an approved childminding network and is an accredited childminder. She is in receipt of funding for free early education for two and three year olds.

What the setting needs to do to improve further

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

- consider ways to further promote children's good health, for example, by making sure children are fully protected from the sun when playing outside, including in shaded areas.

Inspection judgements

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

Before caring for the children, the childminder finds out their interests and provides activities that they will enjoy, helping them to settle well. In conjunction with parents and carers, the childminder makes assessments of children as they settle which helps her to continue their learning at their individual stages of development and at activities they will enjoy. The childminder continues to make observations of children which she uses to assess their learning and development in all areas. Working very closely with parents and carers, the childminder plans weekly routines that support children's individual development. Consequently children are making excellent progress through their developmental stepping stones.

Children see positive images displayed around the home and enjoy looking at photographs

of themselves and their friends engaged in activities. Artwork is displayed prominently, making them feel that what they have created is valued. Children are happy, giggling as they play, and enjoy positive interaction with each other and the childminder. Due to support and guidance from the childminder and her assistant, children show kindness to each other, being keen to share grapes at snack time, for example. Children benefit from playing in an environment that is rich in discussion. The childminder continuously talks through activities and routines, building on understanding and resulting in children following instructions exceptionally well. The childminder and her assistant ask children questions that require them to think and talk things through. Consequently, children are acquiring excellent language skills. Books are easily accessible and children enjoy regular trips to the library. Their love of books is obvious and this is due to the childminder sharing her enthusiasm for stories with them. They look at books together and children handle them with care, understanding how they are organised, turning pages from front to back. Story sessions are interactive and children learn much from sharing books in such a positive way. The written word is displayed around the home and children are supported to self-register when they arrive.

Children enjoy exercise daily, in the garden, at parks, on walks in the local area and at the groups they visit. When playing with dough, children use tools skilfully to cut and to create recognisable objects. They pour their own drinks at snack time and are encouraged to undertake difficult tasks, such as peeling the outer layer off the cheese, doing so competently. Children of all ages use pencils to create individual pictures. Numbers are on display around the home and the environment is rich in mathematical language as the childminder and her assistant continuously introduce new words, building on children's understanding. As they play, children use the words they have learnt to describe what they are playing with. For example, a large toy is described as being 'huge'. When eating cheese, for example, children are encouraged to think about the size, shape and colour of what they are eating and then go on to match the shapes by describing how they place a round cheese on a round plate. Outings in the local area build on children's knowledge and understanding. For example, a child explores how a fir cone feels and looks, knowing that it grows on trees that she has seen while on a walk. Children enjoy outings to a variety of places, including restaurants where they order from the menu. They plant vegetables in the garden and help to water plants. When playing with small world toys, children model what they see adults do. For example, a child pretends to be a refuse collector, making the sounds of the cart while talking about why the bin is dirty. Children are very knowledgeable about the world around them, due to the childminder's input. Children explore the sounds that musical instruments make and when the childminder sings, they start dancing along to what they hear.

Children benefit from one to one attention and are supported exceptionally well to acquire the skills and capacity to develop and learn effectively. Planning is based on individual needs, but is flexible as children make choices about what they play with. Children's progress is reviewed regularly and their developmental folders show the excellent progress that they are making. Parents and carers are very well informed and their input into their children's learning is highly valued. The childminder knows the children she is caring for very well. Planning reflects their individual needs and children are being supported to make excellent progress. They are enthusiastic and independent learners who are well prepared for the next steps in their learning. They follow a routine which supports their

strong self help and independence skills. For example, very young children attempt to put their shoes on and persevere at a very difficult task as they receive much support and encouragement.

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

Toys and resources are easily accessible, enabling children to make choices about what they play with. They are in good condition and suitable for the ages and stages of development of the children attending, offering learning and challenge in all areas. To extend children's learning and development, they visit a variety of groups and go on outings to places of interest. Children feel safe and secure with the childminder and readily turn to her for support, knowing that they will receive it. They have formed firm friendships and play alongside each other happily. Independence is highly promoted and children have good self-help skills, as well as happily helping the childminder. For example, after snack children sweep the floor, which is very skilful as they are in the beginning stages of walking. Currently, planning is focusing on children's developing social skills resulting in children learning to share and play cooperatively very well. Children are kind to each other.

Children are beginning to understand the importance of a healthy life style. They enjoy daily fresh air and they participate in exercise, for example, they dance, play on equipment and walk in the local area. Drinks are always available and the children receive gentle reminders to have a drink, with clear explanations about why this is especially important in hot weather. Snacks are nutritious and children make choices about what they would like to eat and drink. They grow vegetables and learn more about healthy lifestyles at a group they attend. Children know that they wash their hands before eating and are helped to follow good procedures as they do so. A covered area allows children to play outside in all weathers. However, the childminder does not always make sure that children are fully protected as the sun moves around by helping children to wear hats and sun lotion before this happens. Children's individual care routines are followed, which helps them to feel secure and happy. Children are very well prepared for the next stages in their learning due to the childminder and her assistant supporting their growing personal, social and emotional development exceptionally well. Children are supported through the developmental stepping stones at their own levels and are making excellent progress. Children are well behaved as they are stimulated and highly involved in activities. The well established routine helps them to behave and feel safe and secure.

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

This inspection was brought forward due to a breach of the safeguarding and welfare requirements in that the childminder failed to notify the regulatory body of a significant event. This inspection found that the childminder is aware of her mistake and has good knowledge of the statutory requirements for the safeguarding and welfare of children. As a result of the inspection findings, the childminder is not required to take further action as

she is meeting the requirements of the Statutory Framework for the Early Years Foundation Stage and the associated requirements of the Childcare Register.

The childminder places great emphasis on children's safety. She undertakes extremely thorough risk assessments of everything that children come into contact with, while also reflecting their individual needs. This helps her to minimise risks to children. The childminder is clear as to her role in safeguarding children and the procedures to follow should she have any concerns about a child. She ensures that her knowledge is up to date and that her assistants are fully informed about safeguarding procedures. On outings, children wear fluorescent jackets and the childminder teaches them road safety while on walks. Children participate in monthly fire drills and are supported to undertake safe risks as they play. Policies and procedures are informative and reviewed regularly to ensure that they are up to date. When changes are made these are shared with parents and carers to ensure that they are always fully informed.

The childminder is keen to provide a service that continuously evolves to improve outcomes for children. Evaluation helps her to focus on her strengths and where she would like to make improvements. Toys and resources are regularly added to as new children arrive and interests change. Recommendations raised at the previous inspection have been acted on. For example, all cleaning materials are stored out of children's reach. Parents and carers are given open ended questionnaires that help the childminder to develop practice. When any concerns or suggestions for improvement are made, the childminder responds positively to them. For example, the childminder has given parents and carers written information about her dog after parents asked for it. The childminder liaises with other early years practitioners, sharing ideas for good practice. She regularly participates in training, building on her knowledge and understanding. The childminder particularly appreciates the support she receives from an advisor who helps her to maintain continuous improvement. Activities are reviewed and changes made to improve on learning opportunities when applicable. The childminder also monitors children's learning, helping her to offer a broad and balanced curriculum, benefiting children. The childminder appraises assistants' performance and supports their development.

Partnerships with other early years professionals are highly effective, resulting in positive outcomes for children who require additional support. Parents and carers report that due to the childminder working very closely with others, their children are making excellent progress. When children move onto the next steps in their learning, the childminder shares children's developmental progress in order that learning is continuous. Parents and carers are welcomed warmly to the childminder's home. They are very well informed and particularly appreciate seeing photographs of their children involved in activities. Parents and carers write letters praising the childminder. They say that she is caring and affectionate and that their children are very happy. They write that the childminder is dedicated and approachable and because of her input, their children are confident with bright futures. Overall, parents and carers hold the childminder in very high regard.

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	EY240746
Local authority	Medway Towns
Inspection number	923412
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	25/01/2010
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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