

Inspection date

Previous inspection date

25/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

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 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder has built secure relationships with parents and uses these to help her understand and meet the children's needs.
- The childminder knows the children well and has established a unique planning and progress tracking cycle to follow their progress.
- The childminder provides opportunities, for children with English as an additional language, to hear and use their home languages, to help develop their speaking skills.

It is not yet good because

- Risk assessments are not robust enough and do not identify areas that need checking on a regular basis to maintain the good health of children.
- A system of self-evaluation has not been established to identify the strengths of the provision and set challenging targets for the future, to improve practice.
- The television is on the majority of the time which reduces children's ability to develop good listening 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 majority of the inspection was spent observing children and the interactions with the childminder.
- The inspector had discussions with the childminder at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.
- The inspector viewed a range of documentation, and children's records.

Inspector

Janine Scott

Full Report

Information about the setting

The childminder registered in 2013. She lives with her partner and young son in Gillingham, Kent. The provision is a three storey house, with a cellar. The ground floor of the childminder's home is used for childminding and there is a rear garden for outside play. The childminder can provide care all year round. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder can walk to local schools to take and collect children. She is able to take children to a variety of local amenities including local parks and toddler groups. The family has tropical fish in secure tanks and two small dogs kept as pets.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review risk assessments to ensure these identify areas that need checking on a regular basis to maintain children's good health, with particular reference to dog faeces in the garden and the cleanliness of the potty used for toilet training
- develop the programme for children's communication and language by improving their ability to listen, with particular reference to limiting the use of television so there is not continual background noise.

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

- develop a system for self-evaluation to identify strengths and areas to develop further, in order to improve practice and outcomes for children.

Inspection judgements

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

The childminder organises her home well to enable children to use resources freely. There is an adequate range of resources reflecting the seven required areas of learning in one of the downstairs room, which children can choose from, allowing them to lead their own learning. Children play together supporting each other; for example, two boys help each other to place items on a crane. The childminder encourages the development of children's communication and language as she talks to them frequently through the day. She listens and responds appropriately, introducing new words such as 'wriggly' when

discussing a worm. The television is on for the majority of the time when children are present, and this affects their chances to develop good listening skills.

Children can choose to play inside or outside on the decked area. They have access to resources to develop their large muscles through physical play using a trampoline or climbing frame. Mathematical language is used during play outside, too, for example, counting ants and matching shoes.

The childminder has a satisfactory understanding of the Early Years Foundation Stage and plans a special planned activity daily to support children's learning. For example, during the inspection children started to create their own mini allotment, clearing weeds and planting vegetables supporting their understanding of food cycles. The activity was extended by making signs to show what they had planted allowing children to develop their early writing skills.

The childminder tracks all children's progress and plans activities to meet their individual needs. 'Learning journeys' of children's progress are kept containing observations and photos. A summary of their learning is shared regularly with parents allowing them to continue with support at home. Checks for children aged two years are completed and shared with parents, as required.

The childminder has implemented effective systems to support children who learn English as an additional language by translating popular words into an audio programme, so the children can hear words in their home language. She has also learnt basic words to communicate, such as 'hello' and 'toilet', that help her meet these children's care needs.

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

Children are happy and settled in the care of the childminder who is kind and caring towards them and knows them well. She works with parents to ensure that children are settled and happy before being left for the first time, creating unique settling in periods to suit each child. Parents comment that they feel happy with the care the childminder gives and feel their children have made good progress since attending. Currently, there have been no children that have left to start school but the childminder can confidently talk about procedures she would put in place to support with this move such as inviting the reception teacher to visit.

Children's behaviour shows they feel safe in the childminder's home. There are clear rules and boundaries which the childminder reinforces. For example, she teaches children how to use the toys properly so they do not get broken. She encourages children to say 'please' and 'thank you' to each other, to develop respect. They learn about how to keep safe in the sun as she explains they must have hats and sunblock on before going outside to stop them getting sunburnt. A jug of water is available outside so children can have a drink when hot and thirsty and they are encouraged to drink when playing out there.

Children are taught to wash their hands before snack and after playing in the mud

outside. The potty used by the younger children is not checked for cleanliness either before children use it or again afterwards and sometimes remains unemptied as children play nearby. Children do not always wash their hands after using it either, which poses a health risk.

Children are taught about healthy eating as they are offered snacks, such as carrots, bananas and yoghurt. They talk about their favourite fruit; for example, a child discussed that his favourite was 'green apple'. Regular use of the outside areas ensures children get fresh air, so they learn about healthy life styles. The main grass area is not checked regularly for dog faeces before children use it. Again, this poses a potential health risk when it is not cleared up prior to children going there to play.

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

The childminder generally understands her responsibilities for meeting the safeguarding and welfare requirements. She has devised appropriate policies, and has both medication and accident records in place. She fully understands how to implement her child protection policy and can confidently talk about procedures and who to contact if support is needed if there are concerns about a child's welfare. She has up to date safeguarding, first aid and food hygiene training. Risk assessments are completed on the premises. These are not robust enough to identify all potential risks to maintaining children's good health. Her system of self-evaluation has not identified these weaknesses.

The childminder's systems to monitor the effectiveness of her provision are still evolving. She has started to send questionnaires to parents to gain their views and thinks about future improvements. She has made notes on a self-evaluation form and has started to plan future developments, such as for the garden area and more resources to support discussions on emotions. Her systems do not effectively identify strengths and all weakness fully to set challenging targets for the future to improve practice. The childminder wishes to develop her professional qualifications and is currently enrolling to study for a level three qualification, showing her wish to drive improvement.

Positive relationships exist with parents and regular two-way information is shared verbally and in the form of a contact book. Parents value this book and comment frequently in it. They work together to support the needs of the children, for example, with potty training. They are happy with the care she offers and feel their children are making good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with**

actions)

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)

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	EY456242
Local authority	Medway Towns
Inspection number	901574
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	5
Number of children on roll	5
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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