

Inspection date	17/06/2013
Previous inspection date	14/02/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 and her assistant build good relationships with the children promoting their confidence and self-esteem.
- Resources are easily accessible and well maintained enabling children to make choices.
- Equality and diversity is actively promoted through resources and planning, to actively promote children's individual backgrounds.
- The childminder provides a good range of activities to enable children to socialise with their local community.

It is not yet good because

- The provider was required to take recent action to meet the requirements regarding safety.
- The childminder and her assistant do not always use open-ended questions, preventing children extending their communication skills.
- The childminder does not always offer the children opportunities to make their own choices in what materials and resources to use during creative activities.

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 spent the majority of the inspection observing the childminder and her assistant interacting with the children.
- Documentation was reviewed, including the risk assessments and safeguarding documents.
- Parent's views were obtained through pre-completed questionnaires and written references.
- Discussion was held with the childminder about how she keeps children safe in her setting.

Inspector

Jane Wakelen

Full Report

Information about the setting

The childminder was registered in 2004. She lives with her husband and three school-aged children aged seven, nine and 11 years old, in Gillingham, Kent. The whole ground floor of the childminder's house is used for childminding including the bathroom and one bedroom upstairs. Children spend the majority of their time in the 'playroom' at the bottom of the garden. There is a fully enclosed garden for outside play. The family has one cat and two rabbits

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for nine children in the early years age range. The childminder works with an assistant and provides funded early education for three- and four-year-old children.

The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group.

What the setting needs to do to improve further

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

- further promote children's communication and speaking skills through the use of open-ended questions
- extend the educational programme for expressive arts and design by providing more opportunities for children to decide for themselves the materials and media to use within a creative or design activity.

Inspection judgements

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

The childminder has a good knowledge of the Early Years Foundation Stage and provides a range of activities to promote children's interests. She records regular observations of the children's progress and links these to the guidance book, Development Matters in the Early Years Foundation Stage. This enables the childminder and her assistant to identify children's stage of development and to recognise any concerns with children's progress. Consequently, children's needs are identified and shared with the parents. The childminder completes children's two-year progress check, recording information about the three prime areas of learning. This report is shared with parents who have the opportunity to record

their own comments. As a result, this record can be shared with the health visitor to monitor children's learning and development.

Children have daily opportunities to play out in the large garden. Children play with a good range of resources outside, developing their large physical skills, climbing, balancing and bouncing. Indoors children play with toys to develop their fine physical skills. For example, they complete inset puzzles, using finger and thumb and use the toy pliers effectively to remove puzzles pieces. The childminder talks to the children about what they are doing, showing enthusiasm and interest in each child's achievements. Both the childminder and her assistant take part in children's games, sitting on the floor with them and offering new vocabulary. For example, children play with the doctor's kit and the childminder talks about the stethoscope a child has around her neck. However, both the adults sometimes ask closed questions, which prevent children having to give a full answer to promote their thinking and communication skills. The childminder sings songs with the children and encourages children to join in, using their memory and actions.

The childminder promotes the use of books in her setting, sitting down with children on a one to one basis to read and talk about the pictures. Labels around the walls on posters and pictures help children to begin to understand print carries meaning. This is supported by words that some of the older children have written to help identify the toys. Mark making opportunities are offered daily including paint and pens to promote children's early writing skills. Posters carry pictures of shapes, numbers, pictures of fruit and parts of the body, encouraging children to become aware of their environment. Some children show good recognition of numbers as they find those that represent the date or identify the numerals on the clock face. The childminder encourages children to sequence numbers and supports them in their counting skills.

The childminder promotes children's understanding of their world through playing in the garden and observing the animals. For example, children watch the birds and enjoy opportunities to see the rabbits in their run. Children use their imaginations as they play with small world toys, such as the garage and toy cars. They experiment with the vehicles on the slope and line the cars up on the top of the garage. The childminder takes children to several toddler groups, where children are able to meet people from their community and learn to accept and value each other's differences. Children learn that some children speak a different language and the childminder puts labels around the room to reflect those languages attending her setting. Children use a good range of resources that reflect different cultures, whilst celebrating some of the celebrations relevant to the children attending. The childminder provides regular opportunities for children to be creative, through painting and collage activities. However the activities to enable children to express their creativity and design ideas are not always extended to enable children to make their own individual choices about which materials and media to use to ensure the end product is not an adult's pre-determined outcome.

Parents are very happy with the care their children are receiving. They have regular opportunities to share their views through questionnaires, enabling them to feel involved. Each child has a daily contact book that is shared with the parent, including information about the child's daily activities, sleeps and meals. The policies and procedures are shared with the parents to keep them informed of the childminder's responsibilities. Parents can

see children's learning journeys on a regular basis and are invited to contribute to this process. Good daily verbal communication ensures the two-way flow of information.

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

The childminder and her assistant have good relationships with all of the children, demonstrating a good knowledge of their individual likes and dislikes. The children reflect their feeling of security and confidence as they approach both adults for a cuddle or help with an activity. The childminder encourages children to be independent putting on their shoes and aprons and to make choices of activities.

Children behave well and understand the rules of the setting. On the rare occasion a dispute starts, the childminder or her assistant calmly deal with the incident and help children learn to solve the problem. Children show a good understanding that everyone is individual and accept that different strategies are used to manage behaviour. Children move confidently around the playroom choosing the various toys. They are reminded about keeping themselves safe both indoors and outside. For example, children are told to use the stilts on the carpet because they slip on the wooden floor. They learn to take care when walking down the garden path. They know they should sit on the chairs with all four legs on the ground in case the chair topples over. Risk assessments have recently been reviewed to improve safety for children when playing outside, with particular reference to the use of the trampoline.

A healthy lifestyle is promoted through the healthy snacks offered mid-morning. Children have a choice of fresh fruit, bread and butter and raisins. They choose between water and milk and enjoy the social occasion of sitting down together. The childminder is aware of children's dietary needs and takes this into account when planning a menu. Children have a good understanding about the importance of hygiene routines, such as washing their hands before they eat to 'wash away the germs'. The childminder encourages children to use soap and to dry their hands using paper towels, helping to prevent cross infection.

Children are able to select from the well-resourced playroom, choosing all toys from low-level storage drawers or shelves. The toys are well maintained and suitable for the ages of the children attending. Children are able to self-select toys that meet their particular interests, although resources to promote children's creativity and their senses are not always available.

The childminder demonstrates a good understanding about supporting children in the move from her setting to school. She talks to the children and has good links with some of the local schools. Children are encouraged to recognise their name and to learn to put their own shoes and coats on and off. Children are encouraged to develop their listening skills and concentration to develop the necessary skills for school.

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

This inspection was brought forward following an accident to a child, whilst playing in the garden. The childminder was not meeting the requirements of the Early Years Foundation Stage. Ofsted issued welfare requirement notices to the childminder to make the necessary changes. The childminder responded promptly and took swift action to implement the necessary changes to promote children's safety. She now has good written information in place and follows effective procedures to supervise children both indoors and outdoors and meeting all the requirements.

The childminder has a clear understanding about her responsibilities in meeting the learning and development requirements for the children. She shares children's records with the parents and meets regularly with other childminders where they can share and exchange ideas. The childminder and her assistant show a committed approach to meeting children's individual needs, through the good relationships developed.

The childminder has attended a training course and has a secure understanding about safeguarding children. She implements her written safeguarding policy and ensures her assistant understands her role and responsibilities. The childminder is able to demonstrate a clear knowledge of the processes to follow if she should have any concerns about children in her care. Processes to ensure the suitability of the assistant are in place, promoting children's well-being, along with relevant contact details for outside agencies.

The childminder has completed a self-evaluation of her provision to identify the strengths and areas to develop. She has processes in place to monitor children's development and regularly discusses the learning and development programme with the assistant. Parent questionnaires, together with questionnaires from children are used to adapt the childminder's provision to meet the different families' requirements. As a result, parents are very happy with the care the childminder provides.

The childminder understands the importance of working with other professionals or providers that share the care of the children. She has developed good links with the local schools and works with parents to seek support from outside agencies to help with children with special educational needs and/or disabilities. Consequently, children make good progress in their development.

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	EY265989
Local authority	Medway Towns
Inspection number	917586
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	14/02/2011
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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