

**Inspection date**

10/12/2013

Previous inspection date

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 has well developed relationships with the children in her care enabling children to feel secure and settled.
- Strong partnership with the parents and the thorough two-way flow of information enables children's individual needs to be met well.
- Children's communication and language skills are fully promoted by the good skills and understanding of the competent childminder.
- The childminder provides a good range of opportunities for children to meet their local community to socialise and interact with others.

**It is not yet outstanding because**

- Although the childminder has a good range of resources, some of these are not easily accessible to the youngest children.
- Children play with a variety of resources, but not always a wide variety of textures or objects to explore to further promote children's senses.

## 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 interaction of the childminder and the children.
- The inspector reviewed a range of documentation and policies and procedures.
- The inspector obtained parents' views through completed questionnaires.
- The inspector discussed practice with the childminder throughout the inspection process.

## Inspector

Jane Wakelen

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and three children in Gillingham, close to shops, parks, schools and pre-schools. The whole of the downstairs of the childminder's house is used for childminding including one bedroom upstairs. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is one child on roll in the early years age range. The childminder is willing to walk and drive to local schools and attends toddler groups and children's centres on a regular basis.

### What the setting needs to do to improve further

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

- expand the variety of resources accessible to the very youngest children, such as books
- provide a range of natural materials and objects of various textures and weights to promote children's exploration.

### Inspection judgements

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

The childminder provides a warm, welcoming environment for children to play in. Children can play with a wide variety of good quality toys that are stored in storage containers enabling children to make choices. The childminder offers different toys and activities to encourage children to try new experiences and explore their environment. For example, children have opportunities to play in jelly, baked beans or gloop. She respects children's individual interests and aims to ensure favourite toys are accessible.

Children move around freely in the childminder's home as they explore the available toys. For example, they climb into the ball pool to enjoy the many plastic balls, sitting in them and throwing them and waiting for the childminder to throw them back. The childminder talks to the children all the time about what they are doing, supporting children's language and communication skills. Children give good eye contact and respond by pointing or trying to repeat words, copying the childminder. The childminder offers lots of praise and encouragement for children's attempts. As a result, children are developing well in this area of learning.

Children are encouraged to be independent in their play and personal skills. For example, the childminder allows children to make choices of the accessible resources and takes the

children's lead in their play. She follows the children around and offers them support when necessary, while helping support children's independence. She offers children snacks and encourages them to feed themselves, supporting their fine physical skills. For example children pick up raisins using their finger and thumb and feed themselves with a spoon, showing good hand and eye coordination. The childminder provides good opportunities for children to socialise with other children. This enables children to meet other children while learning to take turns and share the toys. Consequently, children are developing good social skills and confidence in new situations.

The childminder takes children out to local parks providing children with fresh air and opportunities to use large play equipment. Children enjoy opportunities to be pushed on the swing, sit on the slide or begin to learn about climbing ladders. In addition, the childminder encourages children to use the garden and the variety of play equipment. Good support from the childminder for the youngest children provides effective provision to support their mobility skills.

The childminder has a comprehensive system for observing children's learning and development. Children's progress is recorded through observations, photographs and through an 'adventure book' recording samples of children's work. In addition a daily contact sheet and diary is in place, providing parents with an abundance of information to keep them informed. Parents contribute to this process on a regular basis, resulting in consistent and accurate records to meet children's individual needs.

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

The childminder builds strong, caring relationships with the children in her care enabling them to feel confident and secure. She offers children constant praise and encouragement, while talking to them about their play. As a result, children move around freely in the childminder's home developing their self-esteem and confidence. Children behave well and the childminder promotes this good behaviour through guidance and praise. For example, children are told 'good sitting' as they eat their snack at the table. Children learn to be independent as they make choices of the toys or wash their own hands. The childminder encourages children to develop personal care skills, including putting on shoes and coats in preparation for 'big school'.

Children have good opportunities to eat healthily and live a healthy lifestyle. They have lots of fresh fruit and vegetables, with a variety of different foods, predominantly provided by the parents. Drinks of water are always accessible enabling even the very young to help themselves when they need a drink. The childminder implements thorough hygiene routines at food preparation time and nappy changing to prevent children from cross infection. Effective procedures for first aid and the administration of medication further promote children's well-being.

The childminder has a good understanding about keeping children safe and carries out regular risk assessments of her home. She has put measures in place such as locks on cupboard doors and a stair gate on the bottom of the stairs. Consequently, children can

move around in the safe environment. The childminder supports children's understanding about keeping themselves safe, such as reminding them to mind their head on the table when playing with the balls and to chew their food so they do not choke. Safety measures for outings, such as effective routines and consistent procedures, further promote children's safety.

Children play with a good range of well-maintained resources and toys. The childminder stores the toys in storage drawers or around the play space to make the majority accessible to the children. Some drawers have labels and this is an area the childminder is developing at present to create words and picture labels for all containers. However, some resources such as books and construction toys are not so easily accessible for the youngest children. The childminder rotates the toys, making sure children have access to their favourites to maintain their attention and interest. However, toys to promote sensorial learning through different textures and objects of different weights are not always available or offered.

The childminder prepares children for their next move to pre-school or school through daily routines and activities. Children have a structured timetable that is flexible to allow for changes. However, it enables children to sequence their day providing security. Children are encouraged to be independent putting on coats and changing shoes. The childminder encourages children to look at books and reads regularly with the children, encouraging them to begin to look at letters and sounds, especially those in their name. The good partnership with parents supports this transition to provide continuity for the children. The childminder understands the importance of sharing information with other providers and obtains written permission from the parents to enable the three-way flow of information.

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

The childminder has a well-developed knowledge about safeguarding children. She has attended training and has an effective policy and procedure that she implements well. The childminder has a clear understanding of the procedure to follow if she has any concerns about children in her care. This knowledge is supported by useful information and documentation that is kept up to date. In addition, safety aspects are highlighted including practising drills for emergency evacuation. The childminder has secure procedures in place and has full information from the parents, such as passwords if the need arose for additional adults to collect the children. Consequently, children are kept safe and secure in the childminder's care.

The childminder has a clear understanding of her role and is committed to providing a caring environment where children are supported and encouraged to develop to their full potential. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, she uses her experience and good knowledge of child development to plan interesting activities and outings for the children. The childminder records her observations through effective records and samples of work

reflecting her clear understanding.

Parents' views are sought on a regular basis through verbal feedback and the use of questionnaires. This information is used by the childminder to inform her practice and make changes where appropriate. In addition, the use of her self-evaluation reflects the childminder's clear understanding of her strengths and areas to further develop. The parents work with the childminder to meet their children's individual needs and to plan activities to support children's interests and developmental requirements. In addition to sharing information, parents also have copies of the policies and procedures implemented by the childminder. Consequently, parents are well informed of the childminder's role and the legal requirements.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY463727
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	925298
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	3
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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