

Inspection date

Previous inspection date

05/12/2013

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 provides a warm welcoming environment which helps children feel secure.
- The childminder provides a good range of toys and activities which children are able to select from.
- The childminder teaches children to be caring using her good behaviour management procedures.
- The childminder provides good complimentary care for school age children who fall within the early years age group.

It is not yet outstanding because

- The childminder talks to children about the risk of fire and what they should do in an emergency. However, children do not practise the procedures.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector sampled a range of documentation including the safeguarding policy and procedures, the children's confidential records and the childminder's risk assessments.
- The inspector talked with minded children and observed the interaction between them and the childminder.
- The inspector discussed the educational programme with the childminder.

Inspector

Linda Coccia

Full report

Information about the setting

The childminder registered in 2013. She lives with her partner and child in Sittingbourne, Kent. The downstairs area of the childminder's house is used for childminding. There is a bathroom upstairs. A bedroom is used for children who need to rest. There is a rear garden available for outdoor play. There is currently one child of early years age on roll. The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register. The childminder can walk or drive to local schools and pre-schools to take and collect children. The childminder attends local toddler and childminding groups.

What the setting needs to do to improve further

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

- provide more opportunities for children to learn about risk and safety procedures.

Inspection judgements

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

The childminder provides complimentary care for school age children who fall within the early years age range. She plans activities which interest children and help them relax after a busy school day but which also continue to promote their learning and development. The childminder talks to the children about the topics they engage in at school and wherever possible she compliments their learning. For example, she consults the child's teacher and looks at the reports in the child's homework book and helps the children identify and practise letter sounds while reading stories.

The childminder knows the children well. She provides a good range of activities which she knows they will enjoy through her observations of their learning and development. Children enjoy puzzles and are very proficient at completing them on their own. They select them for themselves from the wide range available. Children also enjoy drawing and cutting activities to create dinosaur body parts to put together. The childminder provides paper and foam sheets for the children to use to make big teeth and large claws for their dinosaurs. Children can use indoor physical play equipment, such as the skittles, in the childminder's large lounge. On other occasions they like to watch TV programmes and can stretch out and relax on the comfy sofas. The childminder provides a good range of role play equipment for children to extend their learning, for example they make tea and cook pretend meals for the childminder. The childminder develops children's social skills well, such as when they are helpful to her in setting the table for tea. They happily chat to the childminder about what they have done during their day. They snuggle close before home time for a story during the wind down period.

The childminder demonstrates a good understanding of the Early Years Foundation Stage. She practises keeping detailed observations, assessments and planning on her own young child to keep herself up to date until other younger children who fall within the Early Years Foundation Stage are enrolled. From the assessments she is able to describe how she identifies children's next steps and plans activities to help children make progress. The childminder has a good understanding of what to include in the progress check for any children aged between two and three that she might care for and understands she needs to discuss her findings with parents.

The childminder is proficient in working with parents and engaging them in their children's learning. She reports all activities that children participate in and discusses with parents how children can continue with similar activities at home. She also obtains information from parents about children's weekend activities. The childminder has good procedures in place to support children in their next stage of learning and moves to other settings.

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

Children are happy to attend the childminder's setting. They are fully engaged in the activities and move freely around, selecting their own toys and activities from the range of good quality toys in the well resourced environment. They happily chat to visitors. This shows they are confident with the childminder and feel emotionally secure.

The childminder is a good role model for children. She encourages them to respect each other and their toys as they play. She teaches children to share toys using her good behaviour management strategies. These include talking to children about any undesirable behaviour. Children are able to gain an understanding of risk as they wait for the childminder to undo the stair gates for them to visit the toilet upstairs. They talk about fire safety with the childminder but have not yet had the opportunity to participate in a practice drill and extend their knowledge of how to keep themselves safe in the event of a fire. However, the childminder demonstrates she makes safety a good priority by having safety equipment available.

The childminder offers children good home cooked meals which are healthy and nutritious. Children have choices in what they eat and the childminder consults parents about their children's dietary needs. Children have good opportunities to engage in physical play activities.

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

The childminder organises her setting well. She ensures her paperwork is completed and up-to-date. She has a good range of written policies and procedures which she shares with parents. The childminder has a good understanding of how to safeguard children. All adults residing on the premises have been suitably checked and vetted. The childminder

uses good procedures to protect children from unauthorised collectors. She keeps a record of visitors, maintains the attendance record clearly showing children's arrival and departure times, and has accident and medication record books. The childminder carries out regular risk assessments of her premises to ensure children's safety. Therefore, children are safe and secure at the setting.

The childminder demonstrates a good understanding of the areas of learning and how to observe and assess children's progress. She is able to explain how she will identify their next steps and include these in the activity planning for each child. She is also able to explain how she would seek additional services if children require additional support to make progress in their development and learning. The childminder has good relationships with parents and spends time each evening with them discussing what the children have done and any care requests and plans for the following day. The childminder also has good procedures for partnership working with other care settings. With parents' permission, she exchanges information with other settings regarding children's educational progress and her educational programme for the children's individual needs.

The childminder has a good understanding of how to monitor her provision and drive improvement. She uses comments from parents to change procedures to meet their needs. For example, she changed her settling in procedures to include visits to the children's school in order to meet teachers and complete any required school paperwork. Since registering, the childminder has also increased the range of toys and activities suitable for older children. Therefore, children benefit from the childminder's improvements.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY463474
Local authority	Kent
Inspection number	923494
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

