

Inspection date	18/12/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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 is committed and enthusiastic about the service she provides, working in partnership with parents to meet the children's individual needs well.
- The childminder builds good relationships with the children, building their confidence and developing their self-esteem.
- The childminder provides a good range of toys and resources, which are well maintained and stored in labelled storage containers within children's sight.
- Children are given stimulating opportunities throughout the week to meet other children from their local community, enabling children to socialise.

It is not yet outstanding because

- Children play with a wide range of resources, but do not always have sufficient access to materials and resources to fully promote sensorial play through exploration.
- Children are unable to play in the garden at present, restricting opportunities for all children, especially those who learn better in an outdoor environment.

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 interact with the children.
- The inspector reviewed documentation including policies and children's assessment records.
- The inspector held ongoing discussion throughout the inspection with the childminder.
- The inspector obtained parental views from completed questionnaires and compliment slips.

Inspector

Jane Wakelen

Full report

Information about the setting

The childminder was registered in 2013. She lives with her husband and three children in Hoo, Rochester, Kent. The children have access to the whole house, with the upstairs used by the children over eight years. The family have a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has three children on roll in the early years age range.

The childminder walks to local schools to take and collect children from school. She attends several toddler groups 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:

- provide a range of materials and textures to promote sensory experiences to enable children to explore colour, texture and space

- extend and develop opportunities for children to play outside with a variety of resources to further develop all children's learning needs.

Inspection judgements

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

The childminder has a good understanding of her role and responsibilities regarding meeting children's learning and development requirements. She provides a warm, welcoming environment where children are encouraged to settle and gain in confidence. The childminder provides numerous toys and resources to offer a stimulating environment that is generally accessible to all the children.

Children are confident individuals and move freely around the childminder's home, playing with the toys the childminder places around the room. They also make choices from those stored in the storage containers in the playroom. The childminder sits alongside the children, providing support as and when necessary to help develop children's language and understanding. She talks to the children about what they are playing with, by offering children words and encouraging their speech. The childminder has a good understanding about supporting children's speech and communication skills. She repeats simple words to the children and then expands these into simple sentences. Consequently, children are beginning to make some recognisable sounds.

The childminder promotes children's personal, social and emotional development well. She builds strong relationships with the children, providing a caring, understanding approach. Children are able to gain a sense of belonging as they see their name on their coat peg and have their own flannel and colour-coded hand towel. They also have their own colour-coded cup, so they are aware which one is theirs. Consequently, young children are beginning to identify possessions and recognise colours. They have good opportunities to meet other children at the various groups they attend; learning about sharing and taking turns with the various toys.

The childminder understands the importance of promoting children's physical skills and ensures that children go out each day. Children walk to and from school, with the youngest children going in the buggy. The childminder offers the younger children opportunities to walk in safe environments such as along the farm track; enabling children to paddle in puddles or in the mud. However, children cannot use the garden at the childminder's home at present, which restricts opportunities for those children that learn best in an outdoor environment. Children demonstrate developing fine physical skills as they pick up the peg puzzle pieces or use the magnetic markers on the boards, using their finger and thumb.

Numerous books are accessible on low shelving to enable children to help themselves. The childminder takes the children to the library once a week, to look at books and to meet a few other children for a play session. She reads regularly with the children helping to promote their literacy skills. In addition to the books, children are encouraged to see their names on their pegs and to gain an understanding that print carries meaning, on the labelled storage boxes that have words and pictures. Mark making opportunities are offered using paint, chalks and pens to support children's hand and eye coordination. However, materials and resources to promote sensorial play are not always accessible or planned for; therefore restricting children's opportunities to explore using their senses.

Children are beginning to use mathematical language in their play as they compare sizes of the toys or ask for more drink. Younger children hear the childminder counting during activities and are introduced to numbers through rhymes and songs. Shape sorters and stacking rings further promote children's numeracy skills in addition to children using books, puzzles and posters to reinforce their numerical knowledge.

The childminder carries out regular observations of children's learning and development and links these observations to the area, aspect, age and stage of development. She summarises this information on a regular basis to share with the parents, encouraging them to contribute to this process. Children's next steps are then identified from the observations and used to plan future activities. This same system is used to provide the progress check for two-year-olds to be shared with the health professionals. Although, some of the paperwork does not fully reflect children's learning because it is a new system, the childminder has an accurate knowledge of each individual child. Consequently, she is able to plan enjoyable activities and outings to address their individual needs.

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

The childminder has well-developed relationships with both the children and the parents. Children settle well because the childminder seeks relevant information for children's starting points from the parents. This information enables her to meet children's individual needs and to begin to plan activities based on their stage of development, taking into account their interests. Children generally behave well and the childminder works with the parents to provide continuity of care. A list of house rules is displayed in the playroom for the older children, helping to offer gentle reminders about kind behaviour. As a result, children behave well.

Children learn about living a healthy lifestyle because the childminder has a good understanding about the importance of eating healthily and fresh air. Children walk to and from school every day, benefiting from the fresh air and exercise. They are offered a range of healthy snacks and have access to their drinking water at all times. Parents provide children's food for breakfast and lunch and are encouraged to bring healthy options. The evening meal is prepared by the childminder; ensuring children are given a balanced diet with plenty of fresh fruit and vegetables. In addition, children learn the importance of personal care routines, such as washing hands before eating and using their own hands towels to prevent cross infection. The childminder ensures she follows good hygiene routines when preparing food or nappy changing promoting children's well-being.

Children play in a safe environment because the childminder has put measures in place to keep children safe. For example, she has a stair gate to prevent access to the stairs and the kitchen. Socket covers are in place and any hazardous cleaning products are kept out of reach. The childminder has carried out a thorough risk assessment of her home and regular outings. She has identified the hazards and detailed how she will keep children safe. For example, she has children's emergency contact details in her mobile phone and ensures she has a first aid kit with her when away from her home. Children have opportunities to take controlled risks, using different equipment in her home and in the toddler groups, while learning their own capabilities and how to keep themselves safe.

The childminder provides a wide variety of resources, all clearly stored and organised to enable children to make informed choices. The toys and resources are in good condition and cover all seven areas of learning. The childminder selects different resources each day for the younger children but encourages them to make choices from these and others in the playroom. This enables children to find toys that interest them or spark their curiosity.

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

The childminder is motivated and committed to providing a good quality service for the children and the families attending. She has a good understanding of her responsibilities and seeks support from outside agencies to help develop her practice. Parents have the opportunity to share their views through questionnaires or compliment forms, enabling them to shape the childminder's practice. In addition, parents talk to the childminder daily

and are given a daily contact sheet providing them with information about their child's day. The children's development files are also shared with parents regularly, with encouragement to contribute to this record. The good partnership with parents enables children's needs and interests to be addressed and planned for.

The childminder has a good knowledge of safeguarding children and has attended training. She is able to explain the process she will follow, should she have any concerns about children in her care. All documentation is available together with an effective written policy that is shared with the parents along with all the policies and procedures. The childminder records visitors to her home. She has careful procedures for children when on outings to make sure children are not left with unvetted adults and are always within her sight.

The childminder strives to provide a good quality service for the children in her care. She has started to develop a self-evaluation and has a good understanding where her strengths and weaknesses are. Parent's views, children's views and support from an outside agency all influence the service the childminder provides. Consequently, the childminder is able to drive improvement through constructive changes to her service.

Partnerships with other providers are developing well. The childminder seeks permission in writing from the parents to exchange information. This is then used to share information with other providers, who share the care of the children. As a result, children's welfare and needs are met.

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

Unique reference number	EY463527
Local authority	Medway Towns
Inspection number	924443
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
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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