

Inspection date

Previous inspection date

30/01/2014

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 builds good relationships with the children, promoting their self-esteem and confidence to support the settling in process.
- Children play in a warm, welcoming environment, where they access a good range of quality resources.
- Children have good opportunities to develop their social skills through attendance at a variety of different groups.
- Good partnerships with parents and effective methods of communication promote children's individual needs.

It is not yet outstanding because

- Children are encouraged to count during play, but other aspects of mathematics is not so well supported.
- Children are beginning to develop an awareness of print, but opportunities are missed in practical routines and play to extend this further.

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 interaction with the children.
- The inspector obtained parental views through written references made available for the inspection.
- The inspector reviewed documentation including children's assessment records.
- The inspector discussed the childminder's practice with her throughout the inspection.

Inspector

Jane Wakelen

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and their two children aged three years and six years in Rochester, Kent. The basement and a bedroom on the first floor are used for childminding and there is a secure garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are six children on roll in the early years age range. The childminder walks 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:

- further develop opportunities for children to extend their literacy and mathematical skills both indoors and outside.

Inspection judgements

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

The childminder has a good understanding about how children learn and provides a range of interesting activities for them. She understands the requirements of the Early Years Foundation Stage and consequently, children make good progress in their learning. The childminder ensures that the majority of resources are accessible to children to enable them to make choices about what to play with. Children are confident individuals and move around the childminder's home, selecting different resources and involving the childminder in their play. For example, they offer to make her a cup of tea as they use the play kitchen. The childminder skilfully questions the children, asking open-ended questions to extend their thinking and problem solving. As a result, children are encouraged to reply, practising their communication skills. The childminder encourages children to use sentences by repeating their phrases and repeating them back, extending them with extra words. Children confidently interact with the childminder because she values each child and shows interest in what they have to say.

Children are beginning to form good relationships with each other with support from the childminder. They enjoy using the small world figures in the dolls house, whilst extending their understanding about their own families. This play is extended through the role play resources with the baby dolls, buggies and dressing up. Children are beginning to develop their imagination and this is well supported by the childminder. For example, children like to take their baby dolls and bottles with them when going for a walk in their buggy. Other children enjoy using the puppets and pretend they are the different characters while standing behind the puppet show. This encourages good imagination

and communication skills.

The childminder uses play to support children's mathematical skills such as counting. She encourages children to count the legs on the puppet to find out what it is, offering support to help sequence the numbers. Children are encouraged to count objects when playing and see some numbers in their environment. Children do cooking activities using the scales to begin to learn about weight and quantity. However, this area can be further developed to cover all aspects of mathematics such as shapes and number recognition.

Books are given importance in the childminders home. She regularly reads stories to the children, reading at a good pace and encouraging children to join in with repeated verses to help join in the story. She encourages children to use books to find out about different topics and different events in their lives. However, opportunities are not always extended to encourage those children becoming interested in letters and sounds.

The childminder understands the importance of children learning about the world in which they live. She provides good opportunities for children to look at different celebrations from other countries, such as the Chinese New year. Children then have the opportunity to find out what food is traditional to the Chinese culture, what they wear and what traditions are followed. In addition, children attend toddler groups regularly enabling them to meet people from their local community, enjoying good social opportunities.

The childminder has effective systems in place to record observations of children's development. She evaluates the learning taking place and plans next steps to inform her planning. Parents are fully involved in this process, contributing to the summative assessments or providing additional information about any special achievements for their child. In addition, parents receive a daily diary, keeping them informed about their child's day and care needs. Consequently, children's well-being is well promoted.

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

The childminder provides a warm, caring environment where children are valued and made to feel welcome. She builds good relationships with all the children and their parents, supporting an environment conducive to learning. Children flourish in the care of the childminder who knows the children well and their individual needs. She offers lots of praise and encouragement helping to build children's self-esteem and confidence. As a result, children are settled and secure. Children behave well, developing an understanding of the rules of the home, through calm guidance from the childminder. Children are able to gain a good understanding of a healthy lifestyle because the childminder ensures children are given a range of healthy snacks. They access their drinks at all times and are reminded about having a drink regularly to keep themselves healthy. Children's dietary requirements are taken into account as the childminder prepares a healthy, balanced menu consisting of home cooked foods, vegetables and fresh fruit. The childminder has attended a food hygiene course and is aware about safety when preparing food and

storing it correctly. She ensures children go outside at least once a day for fresh air and exercise, with additional opportunities at the various groups they attend. Children play in a safe, secure environment because the childminder carries out safety checks and thorough risk assessments. She reminds children how to keep safe, for example not to carry toys up the stairs and to hold onto the handrail. Children are reminded about sitting on the settee appropriately and not to kneel in case they fall. Young children wear safety harnesses in the booster seats at the table and in the buggy to keep them safe. Children play with a wide range of good quality resources to cover the seven areas of learning. These are generally easily accessible with clear labelling in pictures and words on some of the storage boxes. Children make choices and show familiarity with what is available, showing their favourites and interests. The childminder offers different activities in addition to the available resources such as playdough, junk modelling and messy play.

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

The childminder is committed and conscientious and aims to provide good quality of care for the children attending her home. She has undertaken recent training and now holds an early years qualification. This demonstrates her drive and enthusiasm for supporting children's learning. The childminder is aware of the individual personalities of the children attending her setting. She is able to plan activities and provide resources that meet their individual interests and promotes their learning. She constantly evaluates her provision and adapts or makes changes to address any areas to develop, demonstrating good self-evaluation. The childminder has a well developed understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She carries out regular safety checks of her home and constantly evaluates opportunities for children to promote their safety and wellbeing. The childminder has carried out safeguarding training. She has a good understanding of the procedure to follow if she has any concerns about children in her care. The childminder has a clear evacuation procedure that she practices regularly to ensure children know how to evacuate her home in an emergency. Consequently, children are well protected. The childminder works well in partnership with the parents. She obtains good, thorough information when children start with her to assess children's starting points. This enables her to plan for their age and stage of development taking into account their individual needs. Parents are fully involved with their children's care, learning and development. They are given policies and procedures and kept well informed about their child's day, both verbally and through the daily diary. Parents are extremely happy with the care the childminder provides and have given her some positive, written references. The childminder is developing good relationships with other providers who share the care of the children. This enables her to provide consistency of care for the children. She also works with outside agencies to seek support and advice on her practice reflecting her commitment for continuous improvement.

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 | EY464420 |
| Local authority | Medway Towns |
| Inspection number | 926292 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 4 |
| Number of children on roll | 6 |
| 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

