

Inspection date	24/02/2014
Previous inspection date	26/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children are warmly welcomed into a bright and clean environment by the childminder who fosters their personal, social and emotional development well.
- The childminder organises her work well and pays attention to the daily planning to promote children's development through their play and activities.
- The childminder works closely with parents to meet children's individual needs, especially during the settling-in period when she effectively establishes children's starting points for learning.
- Children make firm friendships and are well supported in gaining skills in independence, particularly in their self-care, as they prepare for the next steps in their early learning experiences.

It is not yet outstanding because

- Children are not always encouraged to write and make marks for a purpose. For example, writing materials are not always freely available in the role-play area or outdoors.

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 observed activities inside the childminder's home and in the garden.
- The inspector discussed aspects of childminding with the childminder.
- The inspector sampled documentation, including assessment and monitoring records, policies and training records.
- The inspector took into account the views of parents.

Inspector

Julie Ready

Full report

Information about the setting

The childminder registered in 2009 and is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children in Strood, Rochester, Kent. The ground floor, an upstairs bedroom and the rear garden are used for childminding. The family has two cats and a dog. The childminder attends activity groups at the local children's centre and visits shops and park on a regular basis. She drives to local schools and pre-schools to take and collect children. There are currently 14 children on roll in the early years age range and eight older children, who attend before and after school. The childminder operates for 51 weeks of the year from 6am and offers overnight care. She holds an early years qualification at level 3 and works alongside another childminder and two assistants.

What the setting needs to do to improve further

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

- enhance children's opportunities to handle and control tools for writing both in and out of doors.

Inspection judgements

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

Children take part in a broad and interesting range of play opportunities indoors and outdoors. The childminder's planning is based on effective observation and assessment. Her secure knowledge of the areas of learning and of how children learn ensures all children make good progress. The childminder shares children's progress through the records of learning and daily face-to-face exchanges. This approach encourages parents to support children's next steps for learning at home.

The childminder adapts activities and the daily routine effectively to accommodate individual children's needs and abilities. This shows that she has a good understanding of how to promote the learning and development of young children. Children's progress in the prime areas of learning ensures that they have the key skills needed for next steps in their development. Children benefit from good preparation for changes they experience. For example, the childminder takes younger children to school to pick up the older children. This gives an opportunity for children to talk about the changes and starting school. The childminder motivates children through her fun approach and by showing her own enjoyment as she participates in activities. She uses facial expressions and skilfully phrases questions to actively engage children in activities and improve their learning. The environment is welcoming and arranged to support children's learning and development. Children are able to use a wide range of resources and are encouraged to access books

independently to promote their literacy skills. There is a role-play area set up with a child-sized kitchen unit, various utensils and plastic food to support children's imaginary play.

The childminder encourages children to develop an awareness of numbers and other mathematical ideas through engaging and effective activities. For example, children position construction blocks and count during a game of hide and seek. Children gain understanding of the world around them, including on outings into the local community. For example, they visit the local park, which is in walking distance, and collect conkers and leaves. Baskets with pens and brushes are stored in the activity room, which children can access with assistance from an adult. However, resources for writing for a purpose are not freely available to children which slightly limits opportunities for them to practise making marks.

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

The childminder provides very effective settling-in arrangements. Parents complete in-depth information about their children's needs, such as routines, likes and interests. The childminder asks for basic words in children's home language for those learning English as an additional language. This information enables the childminder to tailor her care to children's individual needs effectively. The childminder shows good levels of interest in what children say and do; offering frequent praise and encouragement. Consequently, young children display very little unwanted behaviour because they are well occupied, feel valued and have good levels of self-esteem and confidence. The childminder makes effective use of each child's 'All about me' display, showing photographs of them and their families, to encourage further a sense of belonging.

Children are confident, happy and settled and they clearly have a close bond with the childminder, who is very warm and loving. Children readily approach her for comfort and a cuddle and feel safe enough to express their needs. Children are happy when playing on their own and in small groups and they choose activities, showing that they are confident in their surroundings. The childminder ensures children's continued sense of security as they move between settings during the week because she has close liaison with other providers.

Children develop very good self-care skills. The childminder actively encourages children to find their belongings, such as coats and shoes, and to wash their hands independently. She makes good use of opportunities in the daily routine to encourage children to be responsible and to help. For example, children take responsibility for clearing up after activities and sorting plastic and paper after lunchtime to be recycled in the bins provided.

The childminder effectively promotes children's early understanding of the importance of a healthy lifestyle. She offers children healthy snacks and meals, while encouraging a healthy diet and supporting their understanding about being healthy. Children have daily access to a secure garden where they play outside in the fresh air. Children have plenty of opportunities for physical development in and out of doors. They climb, swing and slide in the garden, while indoors there are balancing beams, soft play mats, balls and hoops to

explore. Children develop confidence in their large physical skills and learn about risks and how to manage these as they use the different types of apparatus.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. Consequently, children's well-being is effectively promoted and they have an enjoyable early years experience. The childminder safeguards children well through robust risk assessments for indoors and outdoors and close supervision to minimize accidents. She completes accident records that parents sign and a medication policy ensures children only have medication when authorised by parents. The childminder, co-childminder and an assistant hold relevant, first-aid qualifications so they can attend to children's minor injuries appropriately. The childminder has a secure understanding of child protection issues. She has clear, written procedures in place for seeking advice on such matters promptly, in order to help keep children safe.

Parents are well informed about their children's care and education on enrolment and during their children's time with the childminder. They receive details, for instance, of the childminder's policies and procedures so children benefit from the coherent approach adopted. The childminder shares regular summaries of children's learning and development progress with parents. She makes time to talk to parents each day as they drop off and collect their children to update them about their child's day. This approach keeps parents extremely well informed about their children's progress and time with her.

The childminder understands the purpose of self-evaluation and, as a reflective practitioner, uses her experiences well to develop her practice. She asks parents to contribute their views on termly assessments and questionnaires, demonstrating that she values their views in helping her to shape her service. Parents' comments, both written and spoken, are very complimentary. The childminder establishes good links with other providers at other settings children attend. When she picks up children from pre school, she talks to staff and they share information about children's interests and learning in a contact book. There is a shared and consistent approach to children's care and learning. If needed, the childminder has a good awareness to work in partnership with other professionals where children have special educational needs and/or disabilities.

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	EY395230
Local authority	Medway Towns
Inspection number	816048
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	18
Number of children on roll	22
Name of provider	
Date of previous inspection	26/01/2010
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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