

Inspection date

14/05/2014

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 provides a wide range of good-quality toys for children to choose their own play activities.
- The childminder teaches children how to share their toys and to be kind to each other.
- The childminder carries out good observations on children and plans interesting activities suitable for each child's age and stage of development.
- The childminder helps children to have a healthy lifestyle by providing them with plenty of outdoor activities and ensuring they eat healthily.

It is not yet outstanding because

- The childminder does not fully use her procedures to encourage children to become more proficient in managing their self-care needs, thereby leading to children's greater independence, especially before their transitions to school.

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 discussed with the childminder her procedures and sampled her childminding records, in particular those relating to safeguarding and child protection.
- The inspector observed the interaction between the childminder and children.
- The inspector spoke with the children during the inspection.

Inspector

Linda Coccia

Full report

Information about the setting

The childminder registered in 2013. She lives with her school-age daughter in a three bedroom house in a residential area of Gravesend in Kent. All areas of the home are suitable for minding, with the through lounge/diner on the ground floor used as the main accommodation. The bathroom and sleep/rest facilities are located on the first floor. The garden is suitable for outdoor play. The childminder has two cats. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll who are within the early years age range.

What the setting needs to do to improve further

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

- strengthen the procedures used to further help children manage their personal needs in order to become more independent.

Inspection judgements

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

The children attend for a couple of hours, a few days per week. They enjoy the company of the childminder who has a good impact on their learning and development because she is able to give them one-to-one attention. The close relationship between them means that the childminder knows them very well and can plan activities to cater for their individual interests. Consequently, all children are making good progress towards the early learning goals. The childminder provides a wide range of craft materials to encourage children's creative skills. Children are able to choose the materials they want to use as well as engage in the childminder's pre-planned themed activities. Often the pre-planned activities complement the children's learning at different settings. The childminder also provides a wealth of outdoor play activities, which the children enjoy. For example, they particularly love to use the trampoline, so the childminder encourages them to count their bounces and listen to the different sounds they can hear in the garden as they play on it. While out walking with the childminder, she teaches the children to be safe on the road, and to consider any hazards or risks they may encounter. The childminder takes every opportunity to teach children letters and numbers. Children are becoming proficient in recognising these as they play games to identify letters on car number plates and look for letter shapes at the shops. The children use push button toys such as calculators and toy computers. Books are readily available for children to select their favourite stories. They happily listen to the childminder reading to them and join in with certain words, as well as giving suggestions about what happens next. The childminder has a good impact on the children's learning and development because she demonstrates to the children that she is

interested in them. She has a good understanding of the way children learn and her assessments of the children's progress, from their starting points are accurate and in line with their expected development for their age and stage of development.

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

Parents report that children are happy to attend the setting. They also report that since starting with the childminder, their children's confidence has increased markedly. The childminder uses good procedures to help children settle in to her setting. She builds good relationships with children by showing that she is interested in what they like to do. She offers positive reinforcement for good behaviour, which helps children feel valued. Children demonstrate that they feel physically and emotionally secure with the childminder as they happily chatter to her about their lives and their families. They make lots of suggestions for activities and draw on their experiences from other settings. The childminder teaches children to be proficient in self-care routines such as going to the toilet and washing their hands afterwards. They learn how to wash their hands from the poster displayed above the bathroom sink. Children learn to manage their own behaviour. However, the children can be reluctant at times to become more independent, despite the childminders best attempts to motivate them. The children still want the childminder to do things for them, for example, getting themselves dressed in outdoor wear and getting food from their lunch boxes. This means that those children getting ready to move on to school are not always fully ready for the changes.

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

The childminder has a good range of well-written policies and procedures with which she organises her setting. She shares these with parents. The childminder has a good understanding of how to safeguard children and takes her responsibilities seriously. She understands the Local Safeguarding Children Board procedures and knows who to collect if she has concerns about a child. The childminder has an enhanced disclosure issued by the Disclosure and Barring Service, which parents can see on request. The childminder understands that any failure to comply with requirements may result in enforcement action. The childminder keeps good accident and medication records on children and her attendance record clearly shows children's arrival and departure times. Therefore, children are secure in the setting. The childminder has a good understanding of how to plan interesting and challenging educational programmes for children. She uses the observation and assessment of each child to make sure activities are suitable for each child's age and stage of development. If children are developing below expectation, the childminder has a good understanding of how to work in partnership with other health and education professionals to help support children's development and learning. For example, she shares her assessment information with the child's key person at their nursery. This ensures that the children receive coordinated support from both settings to help close any gaps in their learning. The childminder also works in good partnership with parents. She regularly shares details of their child's progress with them and engages them in their

children's learning. She does this through regular discussion and the use of a daily activity diary. Children benefit from this because the adults are all aware of what the children need. The childminder has used some good procedures to evaluate her setting. For example, she has completed a self-evaluation and has used suggestions from her colleagues to refine her observation and assessment records. This has had a positive impact on the children, as the childminder is able to assess more areas of learning within each activity. The childminder demonstrates that she is able to maintain the continuous improvement of her setting.

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	EY464379
Local authority	Kent
Inspection number	931911
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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