

Inspection date

Previous inspection date

03/06/2014

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 provides interesting, thought provoking activities which children enjoy.
- The childminder is a good role model for the children and teaches them how to manage their own behaviour well.
- The childminder uses good strategies to help develop children's communication skills effectively.
- The childminder works successfully in partnership with parents to ensure children receive consistency and continuity.

It is not yet outstanding because

- The childminder misses some opportunities to talk about and explore volume and measurement with children in their play, to further promote their mathematical development.

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 talked to the childminder, the children and a parent.
- The inspector observed the interaction between the childminder and the children.
- The inspector sampled a range of paperwork including the safeguarding procedures, the children's records and the accident records.

Inspector

Linda Coccia

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two school aged children in Warden Bay, Isle of Sheppey, Kent. The whole of the downstairs of the childminder's home is used for childminding along with the bathroom and one bedroom upstairs for sleeping children. The family has two chickens and a bearded dragon. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll of whom three fall within the early years age range. The childminder is available to walk or drive to the local school and pre-school to take and collect children. She is also available to take children to toddler groups and other venues in the local area.

What the setting needs to do to improve further

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

- develop children's understanding of volume and measurement further by providing more opportunities for them to explore this mathematical concept in their play.

Inspection judgements

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

The childminder provides a very good range of interesting activities and effectively meets the needs of the children who attend. She ensures that the activities are age appropriate. The childminder spends time with each child to ensure she is helping them to strengthen their communication skills. She provides additional support for those children who are not meeting their expected levels of development. For example, she helps children practise sounds to promote their speech and language skills.

The childminder uses activities very effectively in order to promote and assess children's learning in more than one area of learning at a time. For example, during sand play the children talk about the mini beasts that are buried, therefore enhancing their understanding of the world. They think about the types of words that describe the way the mini beasts move, such as scuttling, slithering and scurrying which gives them a broader vocabulary. Children count the numbers of legs the mini beasts have and see the different tracks they leave in the sand, thereby including mathematics in their everyday play. The childminder uses a lot of language to promote children's understanding of numbers and shapes. However, she does not always use language to strengthen children's understanding of volume and measurement further. The childminder reinforces children's previous learning. For example, while at the allotment she helps children recall the names of the mini beasts they have found, such as caterpillar, butterfly and slugs. The children are physically active while playing in the sand and are also creative as they artfully

rearrange the sand for the childminder to take her turn to find the insects. This helps children in their personal, social and emotional development as they share and take turns.

The childminder is good at assessing children's starting points and identifying their next steps. She keeps accurate assessment records to monitor each child's progress and plans topical activities which she believes will interest children and motivate them to learn. Her teaching is effective and the children's progress records clearly show that they are making good progress towards the early learning goals given their ages and stage of development. This includes those children who are below expectations in some areas.

The childminder supports children very well to become ready for school and the next stages of their learning. She works closely with parents to ensure children are proficient in self-care routines. For example, she helps children to go to the toilet on their own and get dressed in outdoor coats and shoes. The childminder talks to children about what to expect at school and reads books to them about different characters that are also starting school. She also teaches children to listen carefully to instructions to build their confidence in understanding rules. This helps children to become emotionally ready for the changes ahead in their learning and development.

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

Parents report that their children are really eager to attend their days with the childminder. They consider this is because the childminder provides a wide range of activities for the children, and spends lots of time enjoying the activities with them. The childminder has effectively created good attachments with the children, helping them to feel emotionally secure at her setting.

The children move around the premises freely selecting their own toys and activities which are stored at child level. This gives children confidence and motivates them to explore toys and use them as they want. The childminder teaches children to consider the needs of others effectively. Consequently, children offer to share their games and toys with their peers and show concern for them if they get upset. The childminder also teaches the children to be careful as they move around the premises. They hold on to the banisters as they walk upstairs and carefully negotiate the few steps in the garden. This helps children to learn about keeping safe. The childminder carries out risk assessments which are thorough and comprehensive to help maintain a safe and secure environment for children.

The childminder provides some very good opportunities for children to learn about growing food. The childminder has created an allotment for the children where they grow lots of different fruit and vegetables. The children eat healthy food. If parents choose to send in packed lunch boxes the childminder advises them what to include. The childminder teaches the children how their bodies work and how food affects their bodies. They have plenty of opportunities for physical play and understand about having lots of drinks in hot weather. Therefore, children develop healthy lifestyles with the childminder.

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

The childminder organises her setting very well. She implements her written policies and procedures effectively to ensure she meets all of the requirements of the Early Years Foundation Stage. For example, she has a good understanding of her responsibilities to protect children and keep them safe within her setting. The policies and procedures include systems for recording visitors to the setting, noting accidents and existing injuries to children, and keeping up to date with the Local Safeguarding Children Board procedures. This all helps to keep children safe and secure. Children benefit from the childminder's high regard for their wellbeing.

The childminder demonstrates a good understanding of the learning and development requirements. She plans interesting learning activities for children covering the seven areas of learning. She is proficient in monitoring the activities so that they meet the needs of the individual children. Through her assessments of children's abilities she is able to identify those children who may need additional support to close any gaps in their learning.

The childminder implements good procedures to work in partnership with parents. Parents report that they are very happy with the service provided because the childminder involves them in their children's learning and gives them regular information about their children's progress. They state she provides regular information about plans for outings, and any changes to policies.

The childminder has completed a good evaluation of her setting. She is keen to extend her knowledge of childcare issues by attending training courses and workshops and has plans to complete a childcare qualification. Since registration, the childminder has reviewed all her policies and has created an allotment for the minded children. This has had a great impact on the children's physical development and outdoor skills. It demonstrates that the childminder is able to maintain continuous improvement to benefit children.

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	EY472252
Local authority	Kent
Inspection number	948090
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 7
Total number of places	6
Number of children on roll	5
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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