

Inspection date

Previous inspection date

11/06/2014

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 is skilled in supporting and developing language and as a result children make good progress in their communication skills.
- Mathematical development is strong as frequent use of mathematical language and activities take place.
- Children are making good progress in their learning from their starting points as there is a robust planning system in place to support their individual needs.
- Good partnerships with external agencies such as children centres and preschool are strong and contribute well to supporting the individual needs of children.

It is not yet outstanding because

- There are some minor gaps in resources available to support children's understanding of the world.
- Some resources are placed too high for all children to freely access them.

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 and interactions between the childminder and children during play in both the inside and outside environments.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector spoke to children and gained their views.
- The inspector sampled a selection of documentation including self-evaluation and policies and procedures.
- The inspector scrutinised children's assessment records and planning procedures.

Inspector

Janine Scott

Full report

Information about the setting

The childminder registered in 2014. She lives with her husband and three children in Chatham, Kent. Childminding generally takes place on the ground floor of her home although toilet facilities are on the first floor. There is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder works with assistants. The family has two cats.

What the setting needs to do to improve further

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

- increase the range of resources such as magnets and magnifying glasses to enable children to develop their understanding of the world
- review the storage height of some resources so children can freely access them, allowing them to lead their learning.

Inspection judgements

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

Children are making good progress in their learning and development and acquiring the skills they need to be ready for the next stage of learning. The childminder knows the children very well and has a clear picture of their developmental stage and next steps. She has a good range of resources to support their learning. However there are small gaps in the resources available to support children's exploration, investigation and understanding the world, such as magnifying glasses. In addition a few of the resources are placed out of easy reach of children. The childminder observes the children and as a result plans activities effectively to further support their learning. Furthermore she completes regular summaries and shares these with parents so they can continue with learning at home. The childminder complements her home learning by regularly taking children to the local children centre where they take part in activities such as creative arts and crafts play.

The childminder is skilled in supporting and extending children's language and uses a range of techniques. For example, she uses short clear sentences for younger children and more open questions for older children such as 'I wonder what we can do?' to make children think. As a result of her teaching skills children are making good progress in their language development and acquiring useful skills to support them at school.

The childminder uses mathematical terms in discussion throughout the day, resulting in

children developing good skills in this area; for example children comment how they have two legs and the family cat has four legs which is two more than him.

The children regularly plant vegetables in the garden such as tomatoes, garlic and herbs. They observe and water the plants discussing them, such as 'the strawberries are not ready to eat as they are yellow; they need to be red to eat.' They then use this purposefully in their cooking, learning first-hand about life cycles.

The childminder has strong relationships with the parents. She shares information about the children's day such as food they have. For children who attend more than one setting she adds information about this as well to keep them fully informed. Parents can also add to the contact book showing she is keen for them to be included.

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

The childminder works with parents to create unique settling-in periods that meet the emotional needs of the children. She is calm and caring with the children and demonstrates they have built good relationships. Younger children play but return to the childminder for a cuddle when they feel they need one, showing close attachment.

High priority is placed on children's safety. The childminder has a written risk assessment and completes daily checks on the area she looks after children in to ensure her home is safe. Furthermore she completes regular fire safety practices, ensuring children start to develop an understanding of what to do in an emergency.

The childminder promotes good health well. Children automatically go to wash their hands before they eat, showing good hygiene has been embedded. Food such as fruit, vegetable sticks and milk are served at snack and a range of home-cooked food at lunch, ensuring children develop healthy lifestyles.

The childminder uses her garden on a daily basis and regularly takes children to the local park to give them opportunities to use a range of equipment to develop their physical skills. This also benefits their health as they are outside on a daily basis getting plenty of fresh air.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Requirements for record keeping for the safe and efficient management of the business are met. The childminder has attended safeguarding training. Consequently she understands her responsibility of keeping children safe and the procedures to follow in the event of a concern. The required checks have been completed on the adults in the home to ensure they are suitable. Procedures are in place for the safe administration of medication to support children's good health and well-being.

The childminder has a good understanding of how to promote children's learning. She monitors their progress through ongoing assessments and as a result she can demonstrate all children are making good progress. The childminder works closely with outside agencies and other settings to promote individual children's needs.

The childminder has evaluated her practice and has created written plans for future development to raise the quality and standard of her provision for children. She confidently discusses her plans for improvement, such as creating outside photographic displays and introducing book bags for children to share books to develop their literacy skills. The childminder also plans to purchase chickens for children to look after and use their eggs in their cooking to complement the planting the children already undertake.

Excellent partnerships have been built with the local children centre to enhance learning experiences for children. The childminder regularly takes the children there and shares information for parents of activities on offer. She has created a useful information folder for parents with contact number and leaflets for further support. Strong relationships have been built with other early years providers and information and strategies shared to ensure consistency and support the individual needs of children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY470446
Local authority	Medway Towns
Inspection number	949267
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	7
Number of children on roll	8
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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