

Inspection date	25/06/2014
Previous inspection date	30/04/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder provides warm, loving and consistent care, which means children are happy and settled in her care.
- The childminder supports children to learn about the importance of leading health lifestyles through daily outside play and sound hygiene routines.
- The childminder uses sound questioning techniques to help children develop their language and thinking skills.

It is not yet good because

- The childminder is not using observations and assessments to effectively identify and plan activities to support children's next steps in their learning and development.
- There are very few opportunities for children to learn about each other's differences, cultures and customs.
- The childminder does not have systems in place to seek and take into account the views of the parents and children, to effectively monitor her strengths and weaknesses and identify areas for improvement.

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 viewed all areas of the home used for childminding purposes.
- The inspector sampled a range of documentation including policies and procedures, risk assessments and the development records.
- The inspector spoke with the childminder at appropriate times.
- The inspector observed the childminder playing and interacting with the children.

Inspector

Nicola Jones

Full report

Information about the setting

The childminder registered in 1996. She lives with her adult child in Gillingham, Kent. The ground floor of the childminder's house is used for childminding. There is an enclosed garden for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She currently has three children attending, two of whom are in the early years age range. The childminder walks or drives to local schools to take and collect children. The childminder has two pet cats.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use observations and assessments to monitor children's ongoing progress in their learning to plan and extend learning experiences based on their individual needs and interests

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

- further develop children's awareness of similarities and differences between themselves and others, and among families, communities and traditions
- develop systems to identify strengths and areas for development that will continuously improve the quality of the provision for all children.

Inspection judgements

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

The childminder has basic understanding of the learning and development requirements. She provides a range of different resources for the children both indoors and outdoors and consequently, children make some progress in their learning. The childminder makes some observations of children playing. However, she does not always use these effectively to assess the learning that has taken place. This also means that she is not identifying children's interests. Consequently, activities are not planned to support children's interests and next steps in their learning. The childminder provides a warm, child friendly environment where children are able to move around freely. They are able to access the variety of resources from low-level storage containers. The childminder encourages children to lead their play making choices so they gain self-confidence and independence. The childminder sits with the children talking to them about what they are playing with,

offering some new vocabulary. She listens to the children, and where appropriate repeats words back to them to support their communication and language skills. The childminder has a suitable range of books. She and sits with the children to read them stories, which helps to develop their literacy skills. She offers different types of books to encourage children to handle books and show an interest in stories. Children are beginning to use mathematical language in their play. For example, children talk about big and little, and recognise different colours when playing with the play dough. The childminder has a range of posters on display which enable children to see and recognise different shapes, colours and numbers.

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

The childminder demonstrates a secure understanding about the importance of developing sound relationships with the children. Children freely approach the childminder for cuddles or reassurance. This supports children's personal, social and emotional development. The childminder encourages children to make choices about where to play and what to play with, which supports children's independence. Children learn to behave well as the childminder uses gentle reminders and consistent rules. This helps children to learn to manage their own behaviour. The childminder reinforces this with praise. The childminder promotes a healthy lifestyle by encouraging parents to provide healthy meals and snacks. The childminder ensures that children have ready access to the beakers which contains fresh drinking water at all times. This helps children to learn to meet their own needs. Children have the opportunity to play outdoors on a daily basis. This provides children with fresh air and physical exercise, which supports their well-being and health. The childminder provides an adequate range of toys and resources that are clean and in suitable condition. The childminder takes children to different groups where they access other resources and learning opportunities. The childminder has an understanding of the importance of treating all children with equal concern. However, there are very few opportunities for children to learn about difference, cultures and religions. Consequently, children are not fully supported to respect each other's differences and be aware of similarities and what makes us all unique. Children's safety is a priority for the childminder and she supervises them well at all times. She teaches children how to keep themselves safe. For example, walking indoors. The childminder visits local amenities prior to taking the children, which means that she is able to identify any potential hazards. This helps her to plan ahead, taking into account any potential hazards, which helps to keep children safe. The childminder help children to develop some of the skills they will need for their move to school. For example, the childminder recognises the importance of promoting children's independence and self-care skills. She encourages children to put on their own coat and shoes. Furthermore, she encourages children to manage their own personal hygiene routines, which means that children can be independent when at school. The childminder collects children from the local school, which enables the younger children to become familiar with the school premises.

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

The childminder has a developing understanding of her role and responsibilities in meeting the requirements of the Early Years Foundation Stage, including those for safeguarding and welfare. The childminder demonstrates a sound knowledge of how to keep children safe and has put measures in place to check any potential risks to children in the home and garden area. This helps to identify and minimise potential hazards. The childminder has sound knowledge about protecting children in her care. She knows the possible signs and symptoms she needs to be alert to and of the procedures she would follow if she had a concern about the welfare of children in her care. The childminder keeps written records of accidents and incidents, as part of her ongoing safeguarding measures to protect children. The childminder provides parents with clear information on her policies and procedures, to ensure they have clear expectations of her practice. She maintains the required information in children's records, including relevant parental consent. For example, parents give permission for children to have contact with the childminder's pets. The childminder stores all records securely to ensure confidentiality. Partnership with parents are encouraged and the childminder has a calm and relaxed approach when talking with the parents. The childminder encourages parents to share children's likes and interests, which are discussed informally. The childminder has begun to develop her self-evaluation plan. However, she does not seek and take into account the views of the parents and children. This means that she is not effectively able to identify areas for improvement that will improve the quality of provision and outcomes for 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	103457
Local authority	Medway Towns
Inspection number	902864
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	30/04/2010
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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