

<b>Inspection date</b>	21/07/2014
Previous inspection date	18/02/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
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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 play co-operatively, taking turns and sharing. This is because of the positive support and guidance that the childminder gives them.
- Partnerships with parents and carers are very good. Working together in supporting children to make good developmental progress and receive individual support to close any gaps in learning.
- Children benefit from a setting that has evolved greatly to improve outcomes for them. The childminder values the views and opinions of parents, children and other childminders to help her make positive changes.
- Children's confidence levels are high as they play in a calm environment where they receive the support, time and space to be investigative learners.

### **It is not yet outstanding because**

- The childminder does not make all toys and resources easily accessible so children can make full choices about what they play with.

## 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 indoors and outside.
- The inspector held discussions with the childminder and children.
- The inspector read parent and carers views and opinions of the setting.
- The inspector sampled a range of documentation including safeguarding procedures and children's developmental folders.
- The inspector looked at the childminder's plans for improvement.

## Inspector

Karen Scott

## Full report

### Information about the setting

The childminder registered in 2001. She lives with her husband and two adult children in Frindsbury, near Rochester, Kent, close to shops, parks, schools and pre-schools. The whole of the ground floor including bathroom facilities, and a playroom on the first floor of the childminder's house are available for childminding. There are steps leading down to a fully enclosed garden for outside play. The family has two cats. The childminder is registered on the Early Years Register and is currently minding three children in this age group. She is registered on the compulsory and voluntary parts of the Childcare Register and offers care to children aged over five years up to 11 years. The childminder walks or drives to local schools to take and collect children. She attends toddler groups on a regular basis. The childminder is a member of an approved childminding network.

### What the setting needs to do to improve further

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

- give children more opportunities to make choices about what they play with.

## Inspection judgements

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

Children make choices about where they want to play, either inside or outdoors. They choose from toys and resources that are inviting. There is a wealth of toys and resources that promote learning in all areas of development. However, they are not easily accessible to further support children making independent choices as they play so they can build on their own ideas. Children have very high levels of concentration as they play, being so involved in activities that they are oblivious to aeroplanes going over, for example. This is because the childminder gives them time and space to explore and investigate as they play. The childminder is skilled at knowing when to interact with children and when to stand back and let them lead their play. Children play exceptionally well together. They share and take turns under the childminder's positive support and guidance. Children chat together as they play, listening and showing interest in what others say. The childminder has good strategies in place to support children with delayed language acquisition, working very closely with parents and carers to ensure that children make progress in a supportive environment. Books are easily accessible and arranged attractively to encourage children to engage with them. Children are developing mathematical knowledge as they play. The childminder helps them to think about weight and volume when they play with water, exploring numbers and shapes. Consequently, children's mathematical understanding is good.

Children thoroughly enjoy playing in the garden where there are toys and resources that

support their physical development. Children use toy knives to cut cakes and are developing pre-writing skills, helping themselves to crayons when colouring in pictures. Children visit many places of interest that build on their knowledge about the world around them. They ask questions as they explore, showing they are curious learners, and receive clear answers. For example, children ask about the force of water as they play and are interested in the childminder's answers, exploring the effects further. The childminder asks questions that encourage children to think and learn. At toddler groups there are further opportunities for children to investigate and they were particularly fascinated by mixing sand and oil together. Children share their art with others, being proud of their creations. During imaginative play, children take on roles, playing cooperatively, mimicking what they see adults doing.

The childminder knows the children very well. She observes them as they play and uses her knowledge to assess their learning and development. This information helps her to plan for children's individual learning. Children's developmental folders are shared regularly with parents and carers who add their own input to their children's learning journals. They share any developmental achievements from home and make suggestions for further learning. This joined up approach to learning is helping children to make good developmental progress. When children start with the childminder, she works closely with parents and carers to find out children's starting points so that learning is continuous. The childminder has a secure knowledge of how children learn. She gives them time and space to be active learners who think critically as they concentrate on their play. Children's developmental folders show the good progress they are making in a supportive environment.

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

Children enjoy positive interactions with the childminder and their peers, forming strong friendships. They play cooperatively, showing consideration towards others, feeling able to ask for support and help if required. Children feel safe and secure at the setting, which means they are happy and confident learners, able to express how they are feeling. The childminder helps children to develop an awareness of safety as they play. Children are very well behaved where they have the time and space to concentrate on activities, developing their learning as they play. The setting is warm and welcoming with toys and resources that are suitable for the ages and stages of development of the children attending. Children receive good preparation for the next stages in their learning. They visit the schools they are due to attend and the childminder engages them in conversation about the pre-schools and schools they will be attending. Children are emotionally prepared due to the positive input from the kind and caring childminder.

The childminder has recently improved children's independent access to the garden to enable children to flow freely between indoors and outside. This encourages them to make choices about where they play. Children enjoy regular walks in the local area, helping them to understand the importance of fresh air and exercise as part of a healthy lifestyle. They are encouraged to take charge of their own well-being. For example, the childminder informs children that they may stop for a snack whenever they are ready, but lets them

decide whether to continue with play or wait until later. Drinks are always available and children receive reminders about why and when they may be thirsty, such as after playing outside in the heat. Children know to take shoes on and off and put hats on, understanding the importance of this in the sun. Snacks are healthy and children help to prepare their lunch, learning about what food is good for them. After eating, children put their plates in the sink and rubbish in the bin without prompting. They know why and when they wash their hands, reminding the childminder that they need to do so before eating. Children are encouraged and supported to manage their own needs, preparing them well for school.

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

Children play in a safe and secure environment. The childminder undertakes thorough and robust risk assessments of everything that children come into contact with at her home and on outings to ensure they are safe. The childminder is aware of her role in safeguarding children. She has a sound understanding of the procedures to follow should she have any concerns about a child in her care, and makes sure that parents and carers are aware of this too. She participates in safeguarding training to ensure that her knowledge is up to date and has easily accessible contact numbers and information should they be required. Detailed policies and procedures give a clear picture of the setting. The childminder shares them with parents and carers so they are aware of her practices when caring for their children. Parents and carers receive newsletters that keep them informed about events and help them to feel part of their child's time at the setting. When children require further support, the childminder works closely with other professionals to ensure they receive the necessary input. Children attending other early years settings benefit from the partnerships because the childminder shares her knowledge of children's development and her themes, helping learning to be continuous.

The childminder is dedicated to improving her practice, evaluating her setting and making plans that will improve outcomes for children. She values the views and opinions of parents and children who are fully involved in the evaluation process. The childminder has worked very hard to make improvements, enlisting the support and guidance of others. This means she has made extremely positive changes that have definitely enhanced the setting and outcomes for children. The childminder has addressed all the actions for improvement raised at the last inspection to provide good outcomes for all children. For example, the childminder now has a good understanding of the importance of the progress checks for children aged two-years. She undertakes them, sharing them with parents and other professionals so that children receive the extra support they require. The childminder assesses children's learning and development, helping her to ensure that they enjoy a broad and varied curriculum that promotes learning. Parents and carers are very pleased with their choice of childcare. They write that the childminder is patient and kind and that they have seen their children's confidence soar under her guidance. They say they are very well informed, and appreciate the bespoke care their children receive.

### **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

<b>Unique reference number</b>	156032
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	969003
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/02/2014
<b>Telephone number</b>	

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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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