

Inspection date	23/10/2014
Previous inspection date	21/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 uses good strategies to help children settle in quickly and form warm caring relationships with her.
- The childminder provides a good range of activities to help children learn and develop their skills and abilities.
- The childminder uses good procedures to teach children to manage their behaviour and learn consider the needs of others.
- The childminder has a good attitude towards training to provide a more knowledgeable approach to child care in order to benefit the children who attend.

It is not yet outstanding because

- The childminder does not always canvass children's views about the toys and activities they use to enable her to evaluate her setting more fully, especially in relation to the impact of any changes on the children.

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 and the children.
- The inspector took into account the written views of parents.
The Inspector sampled the childminder's written records, and discussed these with
- the childminder, particularly her safeguarding policy and procedures and her other required safeguarding records.
- The Inspector observed the childminder and children playing together.

Inspector

Linda Coccia

Full report

Information about the setting

The childminder registered in 2011. She lives with her husband and two school-aged children. They live in a semi-detached house in Sheerness, Kent. Childminding generally takes place on the ground floor and there is also an 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. She is an accredited childminder who can receive funding for nursery education for three and four year old children. She currently has three children under eight years on roll who are all in the early years age group. A selection of local parks and preschools are nearby.

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 to allow children to contribute to the setting, particularly in giving their views about the activities.

Inspection judgements

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

The childminder demonstrates a good understanding of how young children learn and develop. She provides a good educational programme with interesting and challenging activities for children to experience. For example, the children can investigate different properties of perspex colours and numbers using the light box. The childminder is competent in offering good quality teaching to children, which in turn has a good impact on the children's learning. Her methods include a variety of adult-led as well as child-led activities and lots of free play when children are able to explore the toys and environment.

The childminder competently records children's progress accurately and methodically. She uses her observations and assessments well to plan activities to help children make good progress towards the Early Learning Goals, having regard to their ages and stages of development. The childminder is able to quickly assess when children are not developing as expected and put strategies in place to help children close any gaps in their learning. For example, the childminder is able to help children practise their communication skills as they play. This has a good impact in helping children build their confidence in communicating well with others.

The children are confident with letters and numbers and enjoy sorting small objects by colour and type. They enjoy the small book corner where they can snuggle in on cushions to look at their favourite books. This supports them to develop a interest in books and stories from an early age. The children enthusiastically use the new wooden play kitchen

to cook favourite meals with the play food. The children use a wide variety of activities in the garden, from the swings and the trampoline to the mud kitchen and ride on toys. These all impact very well on the children's physical development and abilities as they dig, bounce, and learn techniques for swinging on their own. The childminder provides a nature table indoors to talk to children about insect lifecycles and for children to experience the different textures of the different types of earth and bark available. Children draw on their good experiences to demonstrate their imaginative skills when using the different craft materials available.

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

The children are happy to be with the childminder. They are interested in the activities she provides and can move freely around the setting selecting toys and activities for themselves from the labelled, easily accessible toy boxes. This shows that children develop confidence and feel safe and secure in the setting.

The childminder teaches children how to behave by using effective, simple rules which they can easily achieve. This means that children learn to play together, share toys and take turns whilst playing board games. It also means that because children play harmoniously together they contribute to each other's well being. Children offer the childminder their suggestions for activities and outings. However, the childminder does not collect children's views on the activities she provides to include in the evaluations of her setting. Overall, children learn good social skills and learn to express their opinions.

The childminder uses a range of good strategies to help children prepare for their transitions to school and the next stages of their learning. For example, she uses talks, school based activities, role play activities and story books to effectively motivate children to be emotionally ready for change. Therefore, children are emotionally ready for the positive challenges ahead.

The childminder serves children food prepared by their parents and snacks which children help prepare for themselves. They can chop fruit and spread their own crackers. The childminder teaches children about their bodies and how different foods make them big and strong. The childminder teaches children to manage their own needs including learning to look after their bodies when playing in the garden. They learn to wear hats in the sun and drink lots of water when it is hot. Coupled with the selection of physical play activities children gain a good understanding of being healthy.

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

The childminder has a good understanding of how to protect children. She gives her written safeguarding procedures to parents, to help them understand her duty to protect their children and how she achieves this. For example, the childminder records all visitors on her visitor's record. The childminder is able to explain her procedures if she has

concerns about a child and how the procedures vary if an allegation is made against herself or another member of the family. The childminder and her husband have enhanced disclosures issued by the Criminal Records Bureau. She conducts regular risk assessments both indoors and outside to keep children safe from any hazards. The children learn about risks as they regularly practise the emergency evacuation drills and when using the large garden equipment. Therefore, children become proficient in keeping themselves safe.

The childminder has good links with her local Children Centre. She is able to access information for parents regarding specialist services should they become necessary, and can competently support both parents and children in seeking additional help. This means that children receive consistent support from the childminder and their parents.

The childminder is methodical and well organised. She ensures that any required paperwork is completed and kept up to date. She provides parents with a selection of well written policies and procedures detailing how she operates. They also receive information about the different areas of learning and have regular discussions with the childminder to discuss their children's care and progress. The childminder takes the views of parents into account as she regularly completes evaluations on her setting. Parent's written views show that they are happy with the care their children receive and are included in all decisions about their children. The childminder regularly reviews the information she provides for parents, checks her policies are relevant for the families using her services and that any activities have a good impact on the children's learning and progress. The childminder has a good attitude towards training and regularly attends local courses and workshops. This enables her to have a knowledgeable approach to current childcare issues and be able to gauge the impact of any new found knowledge on the children. The childminder demonstrates 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
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY426535
Local authority	Kent
Inspection number	845376
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	21/09/2011
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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