

Inspection date	04/11/2014
Previous inspection date	16/12/2011

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 demonstrates a good understanding of the learning and development requirements and therefore provides a wide range of good quality toys and activities for children to select from.
- The childminder uses her good understanding of child development to build good relationships with the children that she cares for to help them feel emotionally secure in her setting.
- The childminder works closely with the parents of her minded children and engages them in their children's learning to provide consistent care for children.
- The childminder uses good procedures to safeguard children and keep them safe and secure in her setting.

It is not yet outstanding because

- The childminder does not always provide further opportunities for children to discuss different scenarios in order to keep themselves and others safe during adverse circumstances.

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 sampled the childminder's paperwork including her safeguarding procedures, risk assessments and attendance record.
- The inspector observed the children using the activities.

Inspector

Linda Coccia

Full report

Information about the setting

The childminder registered in 2011. She lives with her husband and two school-age children in Gillingham, in Kent. The whole of the house is available for use when caring for children, including an upstairs bathroom and bedrooms. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both parts of the Childcare Register. There are currently twelve children on roll of whom, three children are in the early years age range. The childminder drives and walks to local schools and pre-schools to take and collect children. The family has two dogs and a fish. The childminder holds a recognised childcare qualification at National Vocation Qualification level 3.

What the setting needs to do to improve further

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

- Increase the opportunities provided to enable children to make further positive contributions to the setting.

Inspection judgements

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

The childminder has a good understanding of how young children learn and develop and therefore provides a good range of interesting activities for them to experience. Children can select their own activities from the toys stored in suitable containers at child-level throughout the play area. They can identify what's in the boxes from the pictures. Children also engage in good, well prepared adult-led activities. For example, the childminder teaches children to sort pasta twists by colour into different colour bowls and then to count how many they have. She competently extends the activity into making pasta bottle shakers and helps them decorate the bottles with stickers of their choice. The childminder explains how she varies activities so that all children can be included. This means that children learn to play together, while developing their mathematical and physical skills.

The children's learning journey records show that children are making good progress towards the early learning goals. The childminder effectively observes children as they play and assesses their learning using published guidance. She also considers their well-being and involvement. The childminder is able to identify the children's next steps and plan for these in her educational programme. She ably tracks children's progress and can quickly identify if children are not developing as expected, given their abilities and ages. The childminder ensures she keeps parents informed of their children's progress during daily discussions and reviews of the children's learning journeys. This means that she uses good methods to engage parents in their children's learning, especially during children's

move onto the next stages of their learning. Children benefit because the adults provide children with consistent learning opportunities.

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

The children who attend are happy and settled. They demonstrate this as they play and show confidence in their selected toys and their free movement throughout the setting. Children enjoy talking and playing with the childminder and offering their thoughts about what they are doing. For example, when using the play farm, they explain which animals they choose to live in the barn and what food they need to eat. This shows that children have emotional attachments to the childminder and feel safe and secure with her.

The childminder teaches children about rules and how to behave well. They learn to share toys and activities, consider others as they play and use good skills when socialising with others. The childminder is a good role model for the children. She demonstrates respect for the children; always saying please and thank you to them. The children gain an understanding of risk as they use the good range of large play equipment at different play venues and in the garden. They learn to assess how high to climb on the slide and not to walk in front of swings. The children participate regularly in the childminder's emergency evacuation procedures. She keeps good records of the drills which she evaluates well. The childminder does not fully strengthen children's understanding about hazards by talking to children about the different hazardous scenarios and adverse circumstances they may find themselves in, appropriate to the levels of the children's understanding. Overall, the children are safe and secure with the childminder.

The childminder uses good procedures to teach children about where food comes from, eating healthy food and helping to prepare snacks and meals. Children help choose the dishes for the weekly menu. This helps to enhance children's skills for their future. The children engage in growing herbs and plants in the sensory area of the garden. They learn to jump on the rocket launcher to send the rockets into the sky and happily use the ride on toys. The childminder teaches the children to look after their bodies by wearing sun hats and sun creams in hot weather and rest between bouts of physical play. Therefore, children learn to have a healthy lifestyle at the childminder's.

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

The childminder organises her setting well. She uses a good selection of written policies and procedures, which she shares with parents. The childminder demonstrates a good understanding of how to safeguard children. She maintains her accident book, medication and accident records well, conducts effective risk assessments of the premises and ensures visitors sign her visitors' book. The childminder understands the Local Safeguarding Children Board procedures to report any concerns she may have about children she is caring for. She has different procedures to report any allegations made against herself or members of her family. All adults residing on the premises have an

enhanced disclosure issued by the Criminal Records Bureau. This means that the childminder effectively promotes children's well being and safety. The childminder competently monitors her educational programme to ensure it meets the needs of all children. She is committed to attending training workshops and courses to keep her knowledge of current childcare practice up to date. This enables her to ensure children receive the best possible care.

The childminder has good procedures in place to work in partnership with other health and education professionals. She works with other settings, via parents, to exchange information about children's progress in the different areas of learning, particularly as children move onto other stages in their learning. The childminder has good relationships with all of her child-minded children's parents. Their written references show that they consider the childminder to be reliable and trustworthy, caring and competent. The childminder uses their suggestions and comments, and those of the children, to make improvements to her setting. Her focused development plans clearly show how any improvements have a good impact on the children. For example, the childminder has increased the range of activities available to the children, therefore, children now have more opportunities with which to explore their environment and increase their skills. The childminder is able to demonstrate how she maintains the continuous improvement of her setting.

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. 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	EY427905
Local authority	Medway Towns
Inspection number	845401
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	16/12/2011
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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