

Inspection date	13/11/2014
Previous inspection date	14/10/2011

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 a good variety of strategies to teach children to interact with each other, learn to share and take turns.
- The childminder uses plenty of good language to help children develop their communication skills.
- The childminder interacts with the children well, making suggestions to them to help extend their learning as they play.
- The childminder engages in good partnership working with parents and regularly shares the children's daily routines using contact diaries and through daily discussion.

It is not yet outstanding because

- The childminder does not always support younger children's awareness of risks and hazards, for example, why they should help clear the floor of toys.

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 and took account of parent's written views about the setting.
- The inspector sampled documents from the childminder's well organised service folder.
- The inspector observed the wide range of good quality toys and activities that children can select for themselves to play with.

Inspector

Linda Coccia

Full report

Information about the setting

The childminder registered in 2011 and lives with her family in Gillingham, Kent. The childminder's home is close to local shops, parks, schools and pre-schools. The downstairs area of the house is used for childminding, along with the bathroom and a bedroom upstairs. There is an enclosed garden for outside play. She is currently caring for three children, of whom one is in the early years age group. The childminder is able to take and collect children from the local school and attend local toddler groups with children. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- strengthen children's, understanding about potential hazards and taking risks as they play.

Inspection judgements

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

The childminder provides an interesting environment to explore because the wide ranges of good quality toys she makes readily available to the children to self select from. Children can choose their own books from the floor boxes in the kitchen or use the wealth of small world figures in the lounge. The childminder teaches children language skills effectively and uses lots of descriptive words to reflect what children are doing. For example, when children used small world figures and cars the childminder talked to them about engines and how the car chugged along. She described the many different types of play people, old and young, they had in the cars. This means that children learn descriptive language as well as the beginnings of mathematical concepts too.

The childminder demonstrates a good understanding of the learning and development requirements. She is able to accurately assess children's starting points and identify their next steps to help the children make good progress, given their ages and abilities. The childminder is currently concentrating on personal, social and emotional development, communication and physical skills as the children she is currently looking after are aged under two years. Children demonstrate that they are moving well physically and are beginning to use simple words which are distinguishable in their baby babble. The childminder's learning journey records for the children show that they have made good progress during their time with her. Parents report that the childminder verbally informs them about their children's achievements each day. Parents effectively use the daily diaries to advise the childminder about their children's learning at home which the

childminder incorporates into her educational programme. This means that children receive good opportunities to reinforce their learning.

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

Parents state that they are very happy with the changes they have noticed in their children, especially the confidence that children now display as they play. The children move freely around the setting gathering toys to use. The childminder allows children to engage in heuristic play with treasure bags. This effectively motivates children to further explore all types of toys and equipment for themselves.

The childminder conducts the relevant child development check at age two. She has the appropriate information books and report forms available and knows what to include in order to meet the requirements. However, she has not had to use these yet. Neither has she needed to support children as they move onto school. However, she is already teaching children to manage their own needs, such as washing their own hands before snack time and selecting their own food and drinks. This means that children are learning to be proficient in self care routines.

The childminder uses good strategies to teach children how to play together, share toys and recognise each other's feelings. For example, if one child is sad or crying she encourages the other child to freely give hugs to make them feel better. She uses distraction if children have conflicts over individual toys, which is very effective for the current ages of children she looks after. The children are very helpful when the childminder requests they tidy up some of the toys. However, the childminder does not tell children why the amounts of toys could be a risk, which means that children are less likely to learn about hazards and risks. Overall, children are safe at the setting.

The children have a wide range of opportunities for physical play both indoors and in the garden. They also accompany the childminder to different play venues to be able to use large soft play equipment. The childminder has good procedures in place to extend children's learning as they grow and develop. For example, her procedures enable her to teach children to understand how to keep their bodies healthy and learn to protect themselves from the sun when they play outside by wearing sun hats and sun creams. The children lead a healthy lifestyle with the childminder.

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

The childminder organises her setting using a good variety of policies and procedures. She explains these to parents who receive their precised version within their own copy of the childminder's service statement. The childminder demonstrates a good understanding of the safeguarding children requirements; therefore, her policy has numerous elements to it. For example, one section deals with her procedures to identify and report any concerns she may have about the children in her care, whilst another, has different procedures for

dealing with any allegations made against herself or members of her family. All of the required records, such as, the attendance record, the accident and medication records are freely available for inspection. The childminder has a visitor's book and she uses passwords for the safe collection of children at the end of the day. The childminder and her husband both hold an enhanced disclosure issued by the Disclosure and Barring Service. The childminder shows these to parents too. This shows that the well-being of the children is a high priority to the childminder.

The childminder is able to quickly identify any children who are not progressing as expected by using published guidance documents as an assessment tool. She is able to advise parents to seek guidance from their general practitioners or health visitors, and is able to collect information regarding different childhood conditions for parents from her local children's centre. So far she has not needed to work in partnership with other health or education professionals.

The parents of minded children report that they are very happy with the service the childminder provides. They have given their views in written references. The childminder uses these as a basis for her self evaluation programme, along with the suggestions for any improvement provided by her Service Improvement Partner from the local authority. The childminder has formulated a focused improvement plan to bring about changes to benefit children. For example, she plans to attend more workshops to gain further knowledge about children's behaviour and learning schemes. This means that, over time, children benefit from the childminder's increased expertise of how they develop and learn.

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	EY427706
Local authority	Medway Towns
Inspection number	845396
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	14/10/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

