

Inspection date

27/11/2014

Previous inspection date

02/03/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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| How well the early years provision meets the needs of the range of children who attend | 1 |
| 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 has extremely effective systems in place to monitor children's on-going progress, which enables her to identify and plan for children's next steps in their learning.
- The childminder has warm and caring attachments with the children in her care, to support them to settle well.
- Children enjoy a well-organised learning environment, where they can choose from a wide range of resources and equipment.
- The childminder works closely with settings the children attend to ensure they benefit from a continuity of care.
- Risk assessments are carried out very thoroughly. They are recorded and monitored effectively, ensuring the areas children use are free from potential hazards and are safe.

It is not yet outstanding because

- The childminder is less successful in gaining the views of parents for her self-evaluation to fully engage them in contributing to improving the service she provides.

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 spoke with the childminder at appropriate times throughout the observations of children's play and learning in the home.
- The inspector read parents' comments on the service the childminder provides.
- The inspector sampled available documentation as part of the inspection process.
- The inspector discussed risk assessments with the childminder in relation to health and safety.
- The inspector sampled policies and procedures, and discussed with the childminder her understanding of how to safeguard children.

Inspector
Sara Garrity

Full report

Information about the setting

The childminder registered in 2009. She lives with her family in Chatham, Kent. The whole of the downstairs is used for childminding, along with an upstairs bedroom. The family has a dog and guinea pig. There is an enclosed outside area. At present, the childminder has eight children on roll, of whom three are in the early years age range. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She operates five days a week from 7.15am to 4.30pm all year. The childminder drops off and collects children from local schools and nurseries. She also receives support from the local authority.

What the setting needs to do to improve further

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

- continue to improve partnership working by exploring ways to engage all parents with supporting future developments in the service provided.

Inspection judgements

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

The childminder provides an interesting and welcoming environment, which immediately engages the children. The abundant toys and resources offer the children a wealth of learning opportunities. The childminder is highly skilled in arranging the playroom attractively to enable the children to make choices without being overwhelmed. The playroom is rich in print to support children to learn that words have meaning. The childminder ensures that children's favourite toys are easily accessible, while also introducing new and interesting toys that build on children's experiences and learning. For example, during the inspection, children excitedly chattered about posting letters to Santa, as they took turns slotting the letters into the post-box. The childminder enabled the children to investigate the post boxes, thinking about how to get the letters out, before offering a suggestion.

All children benefit from highly positive interaction from the childminder who is skilled at knowing when to participate to enhance play and when to stand back and let them lead their own activities. The childminder knows the children she is caring for exceptionally well and her high quality interactions ensure children make excellent progress in all areas of learning. The children were completely absorbed in the 'Three little pigs' as the childminder brought the story to life with props. They enjoyed feeling and smelling the straw, used for the story. As a result, the children are developing a keen interest in literacy, while being supported with their communication and language through the use of natural resources. The childminder reinforces words with objects as well as encouraging

the children to repeat words. She uses open-ended questions skilfully to encourage children to think about what they are doing and to predict events. For example, as children built a tower using the blocks to see how high it would go, the childminder also encouraged the children to look at the shapes, as well as comparing weights and sizes. Consequently, the children are developing an awareness of mathematical concepts.

The childminder is extremely knowledgeable in supporting children to be active learners who are creative and think critically as they play. When children first start at the setting, the childminder gathers detailed information from parents, as well as completing a baseline assessment, to enable her to plan interesting and exciting activities from the beginning. The childminder records regular observations and uses the information to plan children's next steps in learning. These next steps inform future planning to enable the childminder to meet children's individual needs. The childminder knows the children she is caring for exceptionally well. She plans activities that she knows they will enjoy and therefore encourage learning. The childminder collates the observations in the children's learning journeys, which she shares regularly with parents. The daily verbal communications the childminder has with parents ensures that they are aware of how their child is progressing and enabling them to carry on activities at home. Parents are encouraged to make comments in the learning journeys to further support the childminder with her planning. Parents say that they are extremely pleased with the support they receive from the childminder, and value the time she spends explaining the Early Years Foundation Stage to them so that they have a better understanding of the assessments. The childminder completes the progress check for children age two years, which she shares with parents to help monitor the children's progress. The close relationship with parents is highly beneficial to children and their families, and supports children to reach their full potential.

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

The childminder is calm and affectionate which helps support all children to form secure attachments. Children readily approach her for cuddles and hugs, especially after waking up from a short nap. The childminder is very aware of their specific needs and requirements, working closely with parents to ensure she follows routines as closely as possible. Children's personal, social and emotional development is promoted well as the childminder consistently praises them for their achievements, for example, when they let friends have a turn pulling the suitcase. The children's behaviour is good as the childminder sets clear rules and boundaries, teaching the children strategies to help them to share and take turns.

The childminder is a good role model for the children helping them to begin to be aware of hygiene routines. She washes her hands with the children before they have a snack and talks to them about why it is important to wash hands. The childminder makes effective use of daily routines to extend the children's learning further. When changing nappies, she chatters away to the children, explaining what is going to happen next, as well as offering books to hold to practise hand-to-eye coordination.

The children sit down together to enjoy their fruit at snack time. The childminder uses this time to talk to the children, recapping the story and encouraging them to remember the fruit the little pigs ate. The children help set the table at snack time by getting their water bottles. The childminder encourages the children to learn about a healthy diet and spends time discussing with the children what they would like for lunch. The childminder prepares a healthy nutritious lunch for the children, and encourages them to feed themselves. This helps them to be ready for the next stage in their lives.

Children are developing their physical skills in a variety of ways. They have daily opportunities to play in the fresh air, either in the secure fully enclosed garden, or on trips to the park. The childminder is aware of the importance of providing children with lots of opportunities to engage in exercise and explore outside, developing a healthy lifestyle. She plans outings within the immediate areas, which enable children to gain a good awareness of their local community and of the diverse world in which they live.

Children can access a wide range of bright and stimulating toys and resources as the childminder ensures they are readily available. This enables children to develop their confidence and decision-making skills. The childminder ensures the resources support children's development and help prepare them for the next stage in their early learning. The childminder demonstrates a secure understanding of how to support children through moves to other childcare settings or schools. She works closely with other professionals to provide a continuity of care and learning.

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

The childminder demonstrates a good understanding about safeguarding children and has attended training to support this. She holds a valid paediatric first-aid certificate and is experienced and trained to treat any minor injuries children might sustain. She regularly practises fire drills to familiarise the children with the procedures. The childminder has a visitors' book and only allows people she has invited into her home. She has all the necessary information in place and accurately records all documentation to support wellbeing. The childminder gives high priority to providing a safe environment for children. She fully understands her responsibilities in meeting the requirements of the Early Years Foundation Stage to safeguard children.

The childminder has a secure understanding of how to support young children to develop and learn while they play. Plans in place are suitable, relevant and encourage children's early curiosity to try out new activities and experiences. The childminder monitors the children's achievements, and adapts planning to incorporate their emerging interest. For example, she spent time talking with the children about where the squirrel might be hiding in the garden, before starting the adult-led activity. She makes very good use of spontaneous events, following the children's lead to extend children's learning, thereby ensuring children are making excellent progress in relation to their starting points.

Parents are very positive about the service they receive from the childminder. She has

received letters from parents which state how happy they are with the services they receive, especially with settling their child. The childminder keeps parents informed about their children's progress each day, either verbally or through the use of a home-contact book. She also ensures that she works closely with other settings the children attend to provide the children with stability.

The childminder has focused aims for the future and is able to identify the strengths and areas for improvement within her practice. She is already developing strategies to support children who will be going to school in September. The childminder is very supportive to parents, however, she does not have robust self-evaluation procedures in place to enable parents to help evaluate her provision. This means that they are not fully involved in deciding what works best and what they might do to determine or support future improvements in the service provided. The childminder is developing strong links with other professionals to support children and their families. She has contact with local schools and regularly attends the local children's centre to meet other childminders and attend toddler groups.

The Childcare Register

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| 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 |
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| 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

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| Unique reference number | EY397652 |
| Local authority | Medway Towns |
| Inspection number | 844805 |
| 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 | 02/03/2010 |
| 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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