

Inspection date	11/03/2013
Previous inspection date	05/11/2008

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 works closely with other early years settings that children attend resulting in positive outcomes for them.
- Children are making very good progress in their mathematical development as they play.
- The setting is continuously evolving as the childminder takes positive action to evaluate and make positive improvements.
- The childminder is supportive of children's own efforts and independence.

It is not yet outstanding because

- Photographs of children engaged in activities are displayed above their eye level.

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 children's play and the childminder's interaction.
- The inspector and the childminder completed a joint observation together.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector read parents letters and talked to children.
- The inspector read the childminder's self evaluation.

Inspector

Karen Scott

Full Report

Information about the setting

The childminder registered in 2008. She lives with her partner and one school-aged child in Walderslade, close to shops, parks, schools and pre-schools. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a rabbit, a guinea pig and fish.

The childminder is currently minding four children on a part-time basis in this age group. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

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:

- develop methods for displaying photographs of children at their level so that they can engage with them.

Inspection judgements

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

During the settling in process, the childminder works closely with children and their parents to make baseline assessments and to find out routines, likes and dislikes. This helps her to meet children's individual needs well and to plan activities that they will enjoy and promote learning. Parents and carers report that they feel supported during the settling in process, resulting in a successful start to using a childminder. Parents and carers are encouraged to share in their children's learning journey. They look at their children's developmental folders whenever they wish and share children's achievements with the childminder. This promotes working together to enhance children's learning and development.

The childminder makes written and photographic observations of children, which she places under the different areas of learning. The childminder clearly summarises children's learning and development so that she is able to establish children's strengths, interests and where they require further support. She makes individual plans for children that fully

promote development and ensure that they participate in a wide range of activities across all areas of learning. Knowing what children enjoy playing with and supporting them to lead their own play, results in children making good progress through the developmental stepping stones.

Children are encouraged to be independent learners and the childminder is fully supportive of this, ensuring that the environment helps them to be so. For example, children help themselves to cutlery at snack time and clear away when finished. Attending toddler groups helps children to develop their social skills and children have formed firm friendships with others. Children discuss their feelings and use faces that they have created with different expressions on to talk about how they feel. The environment is rich in the written and verbal word, which supports children's developing communication and language skills. Children continuously explain what they are doing, and follow complex instructions. They engage in conversations, knowing that they will be listened to and responded to. Children enjoy looking at books, knowing how they are organised, joining in with their favourite parts. They practise their pre-writing skills during role play, writing lists. These activities enable children to enhance their literacy skills.

Mathematical concepts are threaded through everything that children do, resulting in children having great enthusiasm for mathematics and very good skills. Children solve problems as they play, thinking about shape and size, when arranging the train track, for example. They help themselves to rulers to compare and contrast sizes as they play. Role play is particularly enjoyed. Children mimic what they see adults doing and use items to represent other things. For example, when pretending to bake a child uses mittens as oven gloves and complains that the telephone always rings when you are busy. Children show an interest in the weather, talking about what they can see from the window. They take pleasure in caring for the childminder's pets and participate in each other's celebrations, making cakes to share. Children use the computer competently to create pictures, which supports their awareness of technological equipment and supports their skills for the future.

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

Children play in a dedicated playroom, where clearly labelled toys and resources are easily accessible. Children make choices about what they play with and know where to find their favourites. They are very independent and play very cooperatively especially when involved in role play. Children reflect on what they have enjoyed, helping the childminder to plan appropriate activities. However, photographs of children engaged in activities are displayed above their eye level, which means that they cannot fully enjoy them.

Children feel safe and secure with the childminder. They are comfortable in the inspector's presence as the childminder informed them about the visit and made introductions at the beginning of the inspection. Fire drills are held regularly and children are helped to think about how to behave safely when playing. They practise good hygiene, washing hands without prompting and checking that faces are clean after eating. Children enjoy a

balanced diet, being involved in the choice and preparation of what they eat. Fresh air is accessed daily and children particularly enjoy walks in the woods where they pretend to go bear hunting. These aspects support children's understanding of the need to develop healthy lifestyles. The children have devised behavioural rules, helping them to feel in control and enhancing their sense of belonging.

Children are well prepared for the next steps in their learning. They are confident and comfortable in the childminder's home, which results in them being independent learners. They concentrate as they play thoughtfully and are making very good steps through the developmental stepping stones.

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

The childminder demonstrates a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children play in a safe and secure environment, as the childminder undertakes thorough and robust risk assessments of the home, garden and places that they visit. The childminder is aware of her role in safeguarding children. She has secure procedures in place should she have any concerns about a child. Policies and procedures give a detailed description of the childminder's practice, ensuring that parents and carers are fully aware of how the childminder operates.

The childminder works closely with other early years settings that children attend. They share developmental progress with each other and continue with activities that the other setting is doing. For example, the childminder made sensory play dough and shared it with the other setting a child attends as he gained much from playing with it and was keen to continue with the activity. This continued the child's learning and the joint approach promoted positive outcomes. Although not currently caring for any children with special needs the childminder has a realistic approach and is willing to do further training and work alongside others to support children.

The childminder monitors the activities that children participate in to ensure that they are enjoying a broad curriculum and are making progress in their learning. The childminder continuously evaluates and plans improvements. Her setting is evolving to improve outcomes for children. For example, the childminder is planning a vegetable patch, aware of how much learning will take place at one. Recommendations made at the previous inspection have been addressed and improved the setting. For example, children now have access to toys and resources that reflect diversity and their individual cultures and languages. Training is regularly participated in and the childminder liaises with support workers and other childminders, sharing ideas for good practice. Parents and carers are very happy with their choice of childcare. They write that the childminder is fantastic at helping their children to develop in many ways, that their children are greeted warmly and helped to develop their social skills. They say that they would have no hesitation in recommending the childminder to others.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

Unique reference number	EY367897
Local authority	Medway Towns
Inspection number	815562
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	05/11/2008
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

