

Inspection date	10/03/2014
Previous inspection date	13/08/2009

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

- Children benefit from positive interaction that extends on their learning.
- Children play in an environment that supports them to be independent learners. They make choices about what they play with, exploring and investigating.
- Partnership with parents and carers is very strong. They are fully involved in their children's learning, supporting children to enjoy their play and make good progress.
- The childminder and assistant ensure that children play in a safe and secure environment. They have a strong understanding of their role in safeguarding children, supporting children to have a good regard for staying safe.
- The childminder and her assistant are highly reflective. The setting continuously evolves to provide positive outcomes for children.

It is not yet outstanding because

- There are missed opportunities for further enhance staff development through appraisals to improve their practice and therefore outcomes for children.
- Children's hands and faces are cleaned with wipes after snacks, therefore missing the chance to help them develop and understand the importance of good hand washing at all times.

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 activities in the playroom.
- The inspector had discussions with the childminder, assistant and children.
- The inspector undertook a joint observation with the childminder.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

Inspector

Karen Scott

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband and two children in Rainham, Kent, close to shops, parks, schools and pre-schools. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The premises are not suitable for wheelchair users as there are steps internally and a step into the garden.

The childminder works with an assistant. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder and assistant are currently minding seven children in the early years age range. The childminder is accredited and provides funded education for children aged two, three and four-years-old. The childminder walks to local schools to take and collect children. She attends local toddler groups. 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:

- to further build on staff development by introducing systems for performance management
- support children to develop hand washing skills at all times.

Inspection judgements

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

A dedicated playroom is bright and welcoming and has a range of easily accessible toys and resources that promote learning in all areas of development. Children know what is available and make choices about what they wish to play with. They take pride in the environment and willingly tidy away when they have finished with toys. The childminder knows children's favourite toys and ensures that these are available as she understands that children are more likely to participate in activities that they enjoy, promoting learning. Children feel safe and secure and have formed strong relationships with the childminder and assistant, helping them to feel confident. The environment is rich in discussion as the adults constantly engage children in conversation, encouraging them to talk through what they are doing. Adults use descriptive language, which children copy as they play, building on their language acquisition. Children find their names when hanging up their coats and books are easily accessible. Adults introduce numbers to children, singing songs that will interest them. When children show an interest in mathematical concepts, adults support

them to build on this. For example, when a child is interested in exploring things going up and down, ladders are introduced into small-world play and toy firemen climb up and down them. Children are particularly interested in describing the shape and texture of items and adults support them to do this, asking questions that build on their knowledge and encourage thinking.

Adults are skilled at building on children's experiences at activities. For example, when a child shows interest in playing with a ball, the adult encourages him to throw and praises the attempts at catching it. When interest starts to wane, the adult helps the child to think of other ways to play with it such as rolling and the child enjoys developing this skill, encouraging others to join in. The childminder provides resources that help children to develop their small motor skills and to start to find a preference for which hand to use. There are many opportunities for children to develop an understanding of technology. They play age-appropriate games on the computer and particularly enjoy taking photographs with a camera. Photographs are developed and displayed at children's eye level, evoking positive responses from children, who enjoy looking at and talking about their friends. Imaginative play resources are easily accessible and children act out what they see adults doing, taking on roles as they play. The childminder and assistant participate in this play, taking on roles and making suggestions that enhance the experience. Adults encourage children who are unsure to join in musical activities, by changing the words of songs, for example, so that the contents interest them. Children are also supported to explore the sounds that toys make and encouraged to respond to them.

Parents and carers are involved in their children's learning. When children start, parents supply much information that enables individual needs to be met and activities planned that children would like to participate in. This supports children as they start and with the baseline assessments that the childminder also completes, enables learning to be continuous. The childminder makes regular written and photographic observations of children and uses this information to assess learning. She plans activities that promote development in all areas of learning. Parents and carers continue to be involved in their children's learning as they regularly look at developmental folders, adding their input to records. Consequently, children are making good progress through the developmental stepping stones. The childminder and her assistant ensure that the environment enables children to explore, investigate and become independent learners. They are skilled at extending learning but also know when to stand back and let children lead their own play.

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

The childminder and assistant work very well alongside each other to ensure that all children are being supported. They liaise closely to make sure that children's individual needs are met. Working together helps to ensure that children are afforded privacy at nappy changing time. For example, as one adult is able to take themselves away from play, the other continues to support children. Children are given ample notice that nappies are to be changed. For instance, adults ensure that they do not interrupt play that children are highly involved in, making sure that learning continues. Children are supported to

think about their own needs as adults discuss toilet training with them, showing kindness and consideration towards children's anxiety about undertaking this developmental step. Children help themselves to drinks, understanding when they are thirsty, thinking about their own well-being. Snacks and meals are nutritious. Adults help children to think about what foods are healthy and encourage them, through the use of a colourful chart, to have at least five portions of fruit and vegetables each day. Children talk about the foods that they like and dislike and are encouraged to make healthy food choices. Children use individual hand towels which are stored in their own drawers. They wash their hand before eating lunch but on the day of the inspection, do not do so before snacks and afterwards an adult cleans hands and faces with wipes. This does not promote their continuous understanding of a healthy lifestyle.

Children become very involved in activities, having high levels of concentration. Continuous support, toys and resources that are interesting to children, help them to do this. This results in good behaviour as children are fully involved in their play. Adults help children to think about playing safely. For example, children are aware of a small step in the play room and adjust their play around it, in discussion with the childminder. When they have finished playing with toys, they put them away so that they are not tripping hazards or obstacles during other play. Fire evacuations are practised regularly and children model what to do in an emergency during imaginative play, pretending to phone the emergency services. Children play outside daily, at groups where they enjoy exploring tunnels, in the garden and at parks. Adults talk with children about playing outside and children are beginning to understand the importance of fresh air to a healthy lifestyle.

Overall, children are well prepared for the next steps in their learning. The childminder works closely with parents and carers to prepare children for this, helping them to feel at ease about the next steps. Children share relevant stories and talk about what is happening. The childminder and her assistant plan activities that will help children to develop self-help skills. For example, children play with dressing up clothes to help them dress and do up buttons and zips on coats. A range of groups are visited regularly, which offers further play opportunities but also develops social skills. Because children feel safe and secure, they are emotionally prepared for the next steps in their learning.

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

Children play in a safe and secure environment. The childminder and her assistant have a high regard for children's safety and take steps to ensure that children are safe. They assess risk everywhere that children go and take action to ensure that identified hazards are rectified. The childminder and assistant participate in safeguarding training to ensure that they have up-to-date knowledge and understanding of their role in safeguarding children. Policies and procedures are informative and shared with parents and carers, so that they are fully aware of what the childminder will do should, she have any concerns about a child in her care. Policies and procedures are reviewed regularly to ensure that they are up to date and reflect practice.

Children benefit from attending a setting that is evolving to improve outcome for them. The childminder values the views and opinions of parents and children in helping her to evaluate and plan positive changes. Parents and older children fill in questionnaires and younger children are observed and talked to, finding out what they like and dislike. Recommendations for improvement raised at the previous inspection have all been acted on extensively, improving outcomes for children. For example, observations and assessments of children are used to identify the next stages on their learning. This means that the childminder is able to plan meaningful experiences that extend on children's development. The childminder and her assistant enthusiastically participate in training that builds on their knowledge and understanding, helping them to provide positive outcomes for children. Although the childminder and her assistant work very closely and discuss the provision, performance management is not fully established in order to further promote good practice.

Each week the childminder and assistant evaluate the activities that children participate in, thinking about any changes that would improve outcomes. They monitor children's learning and development to ensure that they are participating in a broad and varied curriculum and to plan further support when required. Any concerns are shared with parents and carers and they work together to ensure that children receive the extra support that they may require. The childminder works closely with other professionals, resulting in children receiving the support that they require and then continuing to make progress. Parents and carers are very happy with the childcare and write letters to that effect. They say that children are cared for in a safe environment where they enjoy a wealth of activities that promote learning. Consequently, they feel, children are happy and outgoing. The childminder works closely with parents and carers, which they appreciate, welcoming them warmly to her setting and by being highly supportive of their needs.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY388904
Local authority	Medway Towns
Inspection number	815908
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	7
Name of provider	
Date of previous inspection	13/08/2009
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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