

Inspection date

Previous inspection date

09/12/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 enjoy their time at the setting and are interested and engaged in the range of activities available.
- The childminder is skilful in extending children's communication and language development, introducing new vocabulary continually during play activities.
- The childminder has a good understanding of safeguarding procedures and of her responsibilities should she have concerns about a child. This ensures that children's welfare is promoted effectively and they are protected from harm.
- The childminder's settling-in procedures promote children's emotional well-being and security. Children are happy and settled in her care and have formed close attachments with her.
- The childminder demonstrates a positive approach towards continually improving the quality of her practice and the service provided for children in her care.

It is not yet outstanding because

- The childminder does not successfully share information about children's learning needs with other early years settings children attend to promote a consistent approach.
- Children are not consistently encouraged to practise their self-help skills during daily routines, such as snack times with the childminder.

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 the childminder's interactions with minded children in the home setting and on the journey home from nursery school.
- The inspector looked at children's assessment records and discussed with the childminder how she uses these to support children's individual learning and development.
- The inspector checked evidence of the childminder's qualifications and the suitability of all adult household members.
- The inspector checked a few key pieces of documentation regarding accident records, the attendance register and child record forms.
- The inspector spoke to the childminder at appropriate times throughout the inspection to ascertain her understanding of safeguarding and of the learning and development requirements.

Inspector

Lara Hickson

Full report

Information about the setting

The childminder registered in 2011. She lives with her husband and school-aged child in a two-bedroom home, on the third floor of a block of flats in Northfleet, Gravesend. Children have access to most areas of the home though play mainly takes place in the living room and her daughter's bedroom. There is no garden but the childminder uses local facilities for fresh air and exercise. The home is within walking distance of a railway station and local bus routes. There are schools and local amenities close by. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll in the early years age range, all of whom attend on a part-time basis.

What the setting needs to do to improve further

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

- develop further links with other early years providers, where the care of children is shared to enhance continuity in children's learning and development
- promote further opportunities for children to practise self-care skills during meal and snack times.

Inspection judgements

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

The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She uses observations of children and discussions with parents during the initial settling-in sessions to find out about children's starting points. The childminder uses an approved guidance document to gauge where children are in their learning and how to support their next steps. As a result, the childminder provides a good range of activities and experiences according to children's actual stage of development to engage and challenge them.

Children make good progress in their learning because the childminder provides them with a stimulating range of activities and experiences across the seven areas of learning. As the childminder does not have an outdoor area she ensures that children are provided with daily opportunities for fresh air and exercise on walks in the local community and during the daily school and nursery runs. Physical play activities are provided in the childminder's home as well as on trips to local parks. For example, children enjoy crawling through a pop-up tent and knocking down skittles with a ball in the childminder's flat. They also have regular opportunities to climb and develop balance and ball skills at the park.

The childminder strongly enhances children's communication and language skills and is aware of how language evolves and develops. She chats away to the children all the time during play activities, including them in conversations, enhancing and extending their vocabulary. For example, during the inspection, when children were completing puzzles she asked the names of different objects and during a playdough activity she introduced the different colours in the playdough pots. Later she was delighted when a child recognised the colour green independently, praising this new achievement enthusiastically. The childminder extended this activity further by asking children to find certain shape cutters, praising them when they can recognise a shape and introducing the names of new shapes. As a result children are reaching or exceeding the expected levels of development in language and communication given their starting points as they repeat the childminder's words.

Children have numerous opportunities to see printed text within the lounge, such as on posters, in books and on the chalkboard. The childminder also teaches children to recognise their name by writing it on the wipe clean and chalk boards and using magnetic letters to display it for children. This enables children to understand that print has meaning and supports children's future reading and writing skills. Children have good opportunities to play with exploratory resources, such as binoculars, and to use interactive toys to support their understanding of how things work. Children enjoy using a toy telephone to have pretend conversations and type on a children's laptop. The childminder teaches and extends children's mathematical and problem-solving skills through a wide range of activities. For example, she uses number language during daily routines and play activities, and praises children as their counting and number recognition skills develop. She promotes continual progress in this area by encouraging children to count as they look at books and to press the number buttons on the lift up to her flat. The childminder encourages older children to find specific numbers independently on the control panel of the lift, such as the number for the floor she lives at. She teaches younger children by introducing them to the numbers and helping them to find a particular number on the control panel. The childminder understands that children learn and develop through a variety of activities. Consequently, she extends the children's recognition of number through looking at books and number posters in her home.

The childminder has completed several progress checks for two-year-old children and demonstrates a good understanding of how to use this to promote further learning and development. For example, she provides clear information on how she will support next steps in aspects of the areas of learning at a level individual to each child. The childminder's observation and assessment systems are effective in identifying any gaps in children's learning. This enables the childminder to put additional strategies in place where required to help children make further progress.

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

Children have formed close attachments with the childminder and this promotes their sense of security and well-being. Young children use the childminder as a base from which

to explore the toys and activities, returning to her for help and encouragement as required. When the childminder goes into another room she tells the younger children where she is going and they follow her, showing their secure bond with her. During the settling-in period, the childminder discusses all aspects of children's individual requirements with their parents, which enables her to meet their needs effectively.

The childminder supports children's personal, social and emotional development well and her friendly, encouraging approach enhances their self-esteem. As a result children attempt new skills and seek the childminder's praise, enjoying regular high fives with her, which they often initiate. The childminder encourages children to be independent. For example, she supports them to put their coats on and take them off and encourages them to hang these on the low-level pegs in her hallway cupboard. Resources are stored at low-level, enabling children to make independent choices about what they would like to play with. This enables the children to make choices and enhances their decision-making skills well. However there are missed opportunities to further promote children's self-help skills during meal and snack times. For example, children are not encouraged to prepare or serve themselves snacks or drinks and are limited to using a spoon rather than cutlery, in line with their individual age group.

The childminder extends children's awareness of safety well, involving them in a range of different activities that enable them to learn about safety. For example, they regularly participate in the evacuation procedure, which enhances their understanding of how to keep safe in the event of an emergency. The childminder lives in a flat on the third floor and has incorporated the need to use the stairs in an emergency instead of the lift into her safety procedures. During lunchtime the childminder reminds children to sit down while eating, explaining to them that they may choke on their food if they walk around with food in their mouths.

The childminder uses walks to local amenities, such as parks and the library to extend children's understanding of the world around them local community and concepts of road safety. The childminder supervises children extremely well during activities within the indoor and outdoor environments. This effectively supports children to feel and keep safe. The childminder conducts thorough safety checks and risk assessments of her setting and outings to enable children to play in a safe environment at all times. She completes a daily check on her setting prior to children's arrival. This helps her to ensure that she identifies any hazards so that she can take appropriate action to minimise the risks to children. The childminder maintains comprehensive records of any accidents children sustain while in her care, and she has clear procedures for the administration of medication. This ensures that she promotes children's health effectively. The childminder holds a paediatric first-aid qualification enabling her to provide appropriate care in the event of an injury or illness.

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

The childminder has a good understanding of the procedures to follow in the event of a concern regarding child protection. She is aware of the signs and symptoms that may

indicate a child is at risk, and of her responsibilities with regards to recording and reporting any concerns. The childminder's use of clear and robust policies and procedures demonstrate her commitment to safeguarding children. For example, she has a comprehensive understanding of the safe use of cameras and mobile phones in her setting with clear written procedures to reflect this.

The childminder demonstrates a positive attitude towards the ongoing development of her childminding service. She reflects on her practice, using this as a means to identify any training needs or areas for further development. The childminder demonstrates a keen commitment to developing her knowledge through further training and has completed numerous training courses since registration. These have enhanced her knowledge of childcare, health and safety further.

The childminder has built positive partnerships with parents. She speaks to them on a daily basis about how their children have been during the day and the different activities they have enjoyed. The childminder uses different methods to keep parents informed of their children's care and development. These include a contact book, children's developmental journals and sharing the progress check for two-year-old children. The childminder has established links with other settings that children attend and shares information on how they have been at that session. However, currently these are not fully robust in enabling the childminder to further enhance children's learning in 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	EY432302
Local authority	Kent
Inspection number	769247
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	not applicable
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

