

Inspection date

Previous inspection date

14/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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	3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder provides a warm, welcoming environment to help children form secure attachments and to promote their well-being.
- Children feel safe and secure in the childminder's care and are able to learn about keeping themselves safe. Effective risk assessments ensure that hazards are identified and minimised.
- Children learn the importance of living a healthy lifestyle through healthy options at mealtimes and the opportunity to benefit from fresh air and daily exercise through outdoor play.

It is not yet good because

- The childminder has started to record children's progress, but observations are not evaluated to assess children's development to accurately plan next steps in their learning, depending on their age and stage of development.
- Children have access to a broad range of toys and resources. However, opportunities to investigate and experiment are not always available.
- The childminder has not established a system for monitoring her practice through self-evaluation and as a result, weaknesses are not always identified.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 with the child in the playroom, living room and kitchen.
- The inspector sampled documentation and looked at the child's observation and assessment information.
- Ongoing discussion and observations with the childminder took place, with several small joint observations of the child's progress.
- Parent's views were gathered from written references written for the inspection day.

Inspector

Jane Wakelen

Full Report

Information about the setting

The childminder was registered in 2011. She lives with her husband and four children in the town of Rochester in Kent. The whole of the downstairs is used for childminding, with one bedroom upstairs available for overnight stays. Children generally play in the playroom where all the toys are stored.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding one child in the early years age range.

The childminder attends several parent/carer toddler groups on a regular basis.

What the setting needs to do to improve further

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

- assess children's development across all seven areas of learning in accordance with their age and stage of development and use this information to plan next steps in children's learning
- provide a range of everyday objects for babies to suck, squeeze, pull and hold to enable them to explore and investigate their environment, for example through the use of treasure baskets
- improve the system of self-evaluation to monitor the provision and help identify strengths and areas to develop.

Inspection judgements

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

The childminder has a satisfactory knowledge of the seven areas of learning and offers activities that generally interest and engage the children. Frequent interaction between the childminder and the children supports their communication and language skills. She talks to the youngest children in simple phrases, repeating some words to support their understanding, such as 'shall we cuddle the baby, cuddle the baby' and demonstrates by cuddling the doll. The childminder shares the books with the children on a daily basis, although the youngest children do not always have free access to these. Electronic toys are a favourite with the youngest children. They learn that when they press the button the music plays and the lights flash. They gain an understanding of the world through watching the squirrel in the garden and touching and feeling the leaves from the trees. They learn about their local community and have the opportunity to socialise with other children at toddler groups. Large physical skills are encouraged, with the youngest children learning to walk using walkers and furniture to steady them. Opportunities for exploration and investigation are limited. Young children are encouraged not to put toys in their mouths, preventing them using all their senses to explore. This promotes children's

safety, but the childminder does not provide a range of safe objects that children can explore through their senses, including putting objects into their mouths.

The childminder carries out basic observations of children's progress but does not evaluate them to identify what learning has taken place. Therefore, they do not inform future planning to identify next steps in children's development. The childminder has yet to implement the progress check at the age of two, but has an acceptable understanding about children's development in her care to complete this task as and when necessary. Systems to share the learning journey with the parents are yet to be established but parents do provide information about children's starting points on entry to the childminder's care.

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

Children feel safe and secure in the care of the childminder who has a good knowledge of each individual child. The childminder obtains effective information about each child's individual needs, which enables her to provide appropriate care. Children build good relationships with the childminder, who values all the children and treats them with respect. As a result, children develop good self-esteem and gain a sense of belonging. In addition, praise and encouragement from the childminder promotes positive behaviour and enables children to understand the importance of social skills, such as sharing and taking turns.

Children have plenty of space to move around within the childminders home. Overall, they enjoy access to a suitable range of toys and equipment. Children have daily opportunities to benefit from fresh air during outside play, whilst developing their physical skills. The childminder allows children to take some risks, for example, using the large play equipment in the park. They learn about 'stranger danger' when on outings away from the childminder's home and learn how to keep themselves safe when crossing the road. Daily exercise promotes a healthy lifestyle, in addition to the healthy options the childminder provides for snacks and lunch. Good hygiene routines are in place for food preparation and nappy changing, preventing cross-infection between children.

The childminder takes children to the local toddler groups and children centres on a regular basis providing them with opportunities to socialise with other children. This supports their growing independence and confidence away from their main care setting and helps them to prepare for the next stage in their lives, and the eventual move to school.

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

The childminder has an adequate understanding of her role and responsibilities regarding meeting the learning and development requirements. She receives support from the local authority to improve her practice and promote continuous improvement. The childminder

is aware of the seven areas of learning and aims to implement these into children's daily experiences. However, opportunities for children to engage in some areas are currently limited.

The childminder has a confident knowledge about safeguarding procedures and has a satisfactory written policy in place. She understands the process to follow if she has any concerns about children in her care and has all relevant contact details available. Suitable risk assessments recorded by the childminder, help her to provide a safe environment for children to play in.

The childminder is actively seeking further training to increase her skills, which reflects a commitment to improving her service. However, she has yet to complete a self-evaluation of the service she provides to help her to identify and address all areas for future improvement. The childminder is developing her relationship with the parents and has implemented a daily diary. In this, she records daily activities and children's care routines to keep parents informed about their child's care. Various ways are in place for parents to contact the childminder, such as text and e-mail, providing appropriate ways to share information. Relationships with other providers are developing to provide continuity of care for the children who attend other providers.

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. 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	EY444823
Local authority	Medway Towns
Inspection number	798630
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
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 '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 that are usually their 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

