

Inspection date

Previous inspection date

09/01/2013

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 3

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 has a clear understanding of the children's individual needs and builds sound relationships with them, so children make suitable progress.
- The childminder provides children with healthy snacks and meals, that helps them understand a healthy lifestyle.
- Children enjoy listening to stories and begin to develop familiarity with their favourite books.

It is not yet good because

- The process for observations, assessment and planning is not yet fully effective to plan for children's next steps in their development.
- Natural resources and those for role play are not available regularly, preventing children from exploring freely or developing their creativity and imaginative play well.
- The childminder has started to evaluate her provision but this process is not yet effective in identifying all its strengths and weaknesses.

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 children's play and the childminder's interaction with them.
- The inspector sampled a range of relevant documentation including children's information and development records.
- The inspector talked with the childminder and discussed children's play.

Inspector

Jane Wakelen

Full Report

Information about the setting

The childminder registered in 2012. She lives with her two children in Chatham, Kent. The ground floor of the home is used for childminding and an upstairs bedroom for sleeping children. There is an enclosed garden for outside play. The family has two pet cats. The childminder is currently minding two children in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children and attends local parent/toddler and childminding groups.

What the setting needs to do to improve further

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

- analyse the observations to identify the learning that has taken place in order to plan children's next steps in their learning
- provide a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space, and have opportunities for role-play
- improve the system of self-evaluation to effectively identify the strengths and weaknesses of the provision.

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 learning and development requirements of the Early Years Foundation Stage. She provides a basic range of activities for the children attending, appropriate to their age and stages of development. She has recently started childminding and is using observations of their play to identify children's interests and stage of development. However, observations are not analysed to plan the next steps in children's learning. This reduces the effectiveness of planning and monitoring. The childminder has yet to implement the two-year development check but has an adequate understanding of how to do this.

The childminder promotes children's developing communication and language skills through questioning and commentary on their play. She encourages lots of eye contact and gestures to support children's understanding to support their speech and language. This support, in addition to the good relationships between the childminder and the children, promotes their confidence and self-esteem. Children are encouraged to be independent, for example, in making choices of activities and learning to put on their coat and boots.

Hand and finger coordination are encouraged through play; for example, children have opportunities to use chalks to make marks on black paper, and crayons on white paper. Children enjoy using the playdough to prod, poke and squeeze, whilst using a variety of cutters and tools. They put wooden shapes in the shape sorter learning to recognise different shapes, colours and sizes. Children show enthusiasm for books, often selecting their favourites for the childminder to read several times. Books are promoted by the

childminder, supporting children's literacy development.

The childminder shows a sound understanding of child development and supports all children, whatever their backgrounds or capabilities.. All children are welcomed into the childminder's home and treated with respect. Each child is valued as an individual with relevant information obtained from the parents to support their well-being. This sharing of information enables parents to contribute to their children's learning and promotes continuity of care.

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

The childminder builds suitable relationships with the children attending and is aware of their likes and dislikes. She promotes a caring, friendly environment where children are able to move around making choices from the satisfactory range of resources. They behave well demonstrating an understanding of the house rules and acceptable behaviour.

The childminder helps children learn about healthy lifestyles by providing healthy snacks, meals and regular opportunities for fresh air and exercise. The garden and visits to the park provide opportunities for outdoor play including chances for the children to use large play equipment. In addition, the childminder provides a good role model to the children on to promote hygiene and self-care, through encouragement of hand-washing and the cleaning of surfaces for food preparation

Children demonstrate a feeling of security and being safe. The young children approach the childminder for a cuddle when feeling anxious or in need of support, reflecting the secure relationship. Children learn about keeping themselves safe both indoors and outdoors. They learn about road safety, including safe ways to cross the road, such as holding hands and staying with the adult. The childminder has carried out a risk assessment of her home and garden to provide a safe environment for children's play. Visits to places of interest, local toddler groups and the shops provide opportunities for children to meet their local community.

The range of resources is acceptable. The majority are easily accessible and are suitable for the ages of the children attending. However, children use a more limited range of materials to explore and experiment with, such as natural materials. This oversight limits opportunities to develop their senses and curiosity through exploration.

The childminder understands the importance of preparing children for their move to pre-school, nursery or school. She ensures children are encouraged to be independent and have regular opportunities to socialise with others and to learn skills that will support this change.

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

The childminder has a sound understanding about safeguarding children and the procedures she should follow if she has any concerns. She has a policy which she implements effectively and has relevant contact information for outside agencies. She ensures she keeps the children with her at all times, reflecting her commitment to children's safety.

The childminder has sufficient understanding about her role and responsibilities in promoting children's learning and development. She is developing her knowledge and practice, but has not yet had the opportunity for further training. She has carried out a basic self-evaluation of her practice but this is not fully effective, as some weaknesses are not picked up, such as in the assessment process and provision of some resources.

The childminder is caring and committed to providing a safe secure environment for the children. She understands the importance of sharing information with other providers who share the care of the children, and discusses this with the parents on their initial visit.

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	EY447262
Local authority	Medway Towns
Inspection number	802603
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	

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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 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.

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