

Inspection date

Previous inspection date

01/10/2012

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 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

- Children are cared for in a warm and friendly environment that is safe and welcoming. The childminder has a clear understanding of the children and their individual needs.
- The childminder provides healthy meals, snacks and drinks for children according to their individual dietary requirements.
- Children enjoy listening to stories and begin to show familiarity with well-loved books as they talk regularly and confidently with the childminder and each other.

It is not yet good because

- Children's behaviour shows that they feel safe in the setting although strategies to deal with situations effectively are not always consistent.
- The childminder does not reflect on guidance from Development Matters to reduce the variability in children's progress across all seven areas of learning.
- The childminder does not always involve children in recognising their own learning goals or in planning by describing what they are trying to do, and helping them recognise their achievements.

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 majority of inspection time was spent with the childminder observing her and the children she was caring for. This took place in the childminder's home in the hall, living room and dining room.
- The inspector sampled children's information and development records.
- There were no parents present at inspection.
- Ongoing discussion and joint observations with the childminder took place throughout the visit. Safeguarding was discussed with the childminder and the inspector sampled documentation.

Inspector

Joanne Wade Barnett

Full Report

Information about the setting

The childminder registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a semi-detached house in Southborough, Tunbridge Wells, with her husband, two school age children and one pre-school age child. Childminding generally takes place on the ground floor, with first floor

bedrooms available for children to sleep.

She attends a local childminding group and takes children to other activities in the community. The childminder visits the local shops and park. She collects children from local schools and pre-schools.

The childminder currently has two children in the early years age group on roll who attend for a variety of sessions. She does not receive funding to provide free early education for three and four year olds. The childminder is open all year round Monday to Friday.

What the setting needs to do to improve further

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

- develop ways to support children's current learning and development, reflecting on guidance from Development Matters
- help children to become aware of their own goals, make plans, and to review their own progress and successes. Describe what you see them trying to do, and encourage children to talk about their own processes and successes
- help children to understand their rights to be kept safe by others, and encourage them to talk about ways to avoid harming or hurting others.

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. She provides a range of activities that generally captures children's interest and holds their attention. She has recently started childminding and has begun to implement a system to observe children's achievements and make plans for their next steps for learning. However, the system does not relate to children's achievements to the areas or stages of learning within the Early Years Foundation Stage. This limits the monitoring of children's progress.

The childminder uses effective open questions to help children to think out problems critically. She supports children's communication skills by occasionally signing while reading. Children confidently count, using songs to understand value or association of objects to the songs, colour, and cause and effect. Children learn new words as they copy the childminder and look for the 'fire engine' on the carpet. This helps them consolidate their vocabulary. However, she does not always describe what children are doing to further encourage them to talk about their own processes and successes.

The childminder has yet to implement the progress check at age two but is generally able to identify what the children in her care are able to do. Although all children make progress, planning is not systematic enough to challenge children or help them make the most of the activities provided.

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

Children are happy and settled in the childminder's care and build warm relationships with her. The childminder encourages children to have a go with new experiences, promoting their self-esteem and confidence well and helping them to gain new skills. For example, she encourages children to explore soft play areas and build up their confidence to use them independently. Children are confident to ask for help, such as when the dolls' push chair needs to be opened. Children play with toys that they enjoy, although the full range available is not easily accessible to them, restricting their independent choices.

The childminder promotes children's health and well-being appropriately. The childminder prepares healthy snacks of bread sticks and raspberries and has an awareness of their dietary requirements through her documentation. She provides a clean and hygienic environment for children's play, wiping most surfaces down with sprays when accidents occur during potty training. The childminder does not use the outside area at her house, she uses the local amenities in a positive way. Children explore the use of outdoor equipment at the park, soft play centres or local parent groups.

The childminder frequently praises children, helping them to feel special and valued, and encourages them to try new experiences confidently. However, the childminder's behaviour management techniques are not always consistent to overcome minor conflicts. She helps children understand that throwing toys or pushing others is not acceptable and learning to share is important.

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

The childminder actively promotes levels of safeguarding for children. She has an accurate understanding of the procedures to follow if she has concerns about children in her care. Although she has not attended training covering the new framework, her knowledge of the safeguarding and welfare requirements is evolving. She is less secure in her understanding of the learning and development requirements, particularly in planning for individual children's progress.

The childminder has a developing understanding of how to evaluate her service and its strengths and weaknesses. She has yet to complete any systematic self-assessment. However, she has booked onto a safeguarding course later in the year, demonstrating a commitment to better her service.

The childminder is committed to building positive relationships with parents and engaging

them in the daily care of their children. Parents have access to a daily diary and make comments about their children's progress at home. The childminder has experience of liaising with other settings, for example, discussing children's development with key people in pre-schools to support a consistent approach to their learning.

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	EY433508
Local authority	Kent
Inspection number	781763
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
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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