

<b>Inspection date</b>	07/11/2012
Previous inspection date	09/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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 developing healthy lifestyles; their physical development is progressing well and they enjoy healthy and nutritious meals and snacks together.
- The childminder provides a warm, welcoming environment where suitable resources are accessible to the children. They are able to make choices from a range of toys which are in good condition.
- Children's personal, social and emotional development is fostered well. The childminder forms secure attachments with the children and encourages them to have regular discussions. This promotes children's self-esteem and confidence.

#### **It is not yet good because**

- The observation, assessment and planning system is not yet fully established to ensure children's learning is promoted consistently in all areas of learning.
- The childminder has not fully developed arrangements for sharing information with parents regarding their child's learning and development and the next steps in learning so these can be continued and supported at home.
- A system of self-evaluation has not been established to identify strengths of the setting and set challenging targets for improvement.

## 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 living room, playroom and dining/kitchen room.
- The inspector sampled a range of the childminder's documentation, including safeguarding, the accident and medication records and register of attendance.
- The inspector discussed aspects of the childminder's practice with her during the inspection.
- There were no parents present at inspection.

## Inspector

Joanne Wade Barnett

## Full Report

### Information about the setting

The childminder was registered in 2003. She lives with her husband and one school-age child in Staplehurst, Kent. The whole house, excluding the main bedroom, is used for childminding, and there is an enclosed garden available for outside play.

The childminder currently has one child in the early years age group on roll who attends 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.

The childminder holds level three qualifications in childcare and learning. The childminder walks or drives to local schools to take and collect children. She attends the local parent and toddler groups and parks.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve assessment by observing children to understand their level of achievement, interests and learning styles, to then shape learning experiences for each child, reflecting those observations.

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

- develop systems for self-evaluation to identify strengths and areas to develop further
- strengthen partnership with parents to enable them to contribute to children's learning and extend this at home.

### **Inspection judgements**

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

Children demonstrate confidence and enjoyment in their play and learning particularly in their personal, social and emotional development. The childminder has a satisfactory knowledge of the seven areas of learning and provides a range of activities that generally captures children's interest and holds their attention. For example, they happily sit on a chair at the low table with cutters to make farm animals from play dough. Children are proud of their achievements and exclaim excitedly to the childminder 'look at my sheep', which meets with a positive response about the shapes they have made.

Children show sound progress in communication and language skills; for example, they confidently talk to the childminder and visitors about their favourite toys. The childminder

asks open-ended questions and introduces different vocabulary, which develops children's skills for their future learning. The childminder notices what children are doing and sensitively intervenes to extend their learning as necessary. However, her systems for observational assessment are not yet effective enough to promote children's next steps in all areas of learning.

The childminder keeps the parents regularly informed about the activities the children have been doing and about those she plans to do in the week. She encourages parents to share relevant information with the childminder to enable her to support and meet their child's needs effectively. The childminder shares some information with parents verbally about their children's progress. However, they are not yet encouraged to contribute to children's learning and extend this at home.

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

Children are happy, confident and develop good relationships with the childminder, which promotes their independence. The childminder knows the care needs of the children well. Their individual personalities, likes, and dislikes are acknowledged and valued. This builds children's self-esteem and confidence well. The childminder is attentive of their needs, and is sympathetic and understanding in times of emotional upset, so they feel secure.

Children learn about their own safety on outings and on the school run. The childminder explains how to keep safe crossing the road and getting into and out of the car. The childminder encourages children to begin to understand the importance of appropriate personal hygiene routines, such as cleaning their hands before meals and snacks, which help to reduce the risk of cross infection. There is a relaxed atmosphere at snack times where children are provided with healthy choices such as an apple or a satsuma. Children have access to their individual cups with water and they are encouraged to drink regularly. Children receive appropriate support to develop healthy lifestyles as they join in physical play activities in the garden and visits to the local parks in the community.

Children's behaviour is appropriate for their age. They are learning the boundaries of behaviour through the childminder's positive encouragement, explanations, and consistent practice. They are beginning to learn how to keep themselves safe as they tidy away toys before getting more out.

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

The childminder understands her responsibilities regarding meeting the safeguarding and welfare requirements. She fully understands how to implement her child protection procedure in the event of any child welfare concerns. The childminder completes all relevant safeguarding training such as first aid and keeps basic records. The childminder

ensures her home is safe for children and conducts risk assessments to identify and minimise hazards to children. For example, the childminder keeps children safe on the school run and discusses safety procedures with them.

The childminder's systems to monitor the effectiveness of her provision are evolving. The childminder has not yet fully developed a clear system of self-evaluation and therefore challenging targets for improvement. The childminder is willing, motivated and conscientious and understands what she needs to provide for the children in her care. Overall, children benefit because regular discussions of their daily needs take place.

The childminder has developed positive relationships with parents and there is a regular exchange of information through daily discussions and daily diaries. However, systems are not robustly in place to keep parents informed about their children's achievements, and how they can contribute to this. There are currently no children on roll who attend other settings or need support from other agencies. The childminder is aware of the need to liaise with other providers delivering the Early Years Foundation Stage to ensure progression and the continuity of children's care and 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

<b>Unique reference number</b>	EY260733
<b>Local authority</b>	Kent
<b>Inspection number</b>	887387
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/03/2011
<b>Telephone number</b>	

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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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