

<b>Inspection date</b>	03/12/2012
Previous inspection date	10/08/2009

<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**

- The children are happy and settled because they develop strong bonds with the childminder.
- The childminder provides an appropriate range of activities to support children's learning and development.
- The childminder has developed positive relationships with parents, and regularly shares information with them about their children's well-being.

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

- Observations, assessments and planning are not used consistently to support children's learning and development.
- Partnerships with other early years settings attended by the children are not sufficiently established to promote the continuity of care and learning.
- Self-evaluation does not accurately identify the setting's strengths and weaknesses, in order to drive 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 inspector observed the childminder interacting with the children.
- The inspector discussed with the childminder various aspects of children's care, and the childminder's understanding of how children learn and develop.
- The inspector examined documents and the records of children's learning and development.
- The inspector took into account the views of parents through discussions and references for inspection.

## Inspector

Shanti Flynn

## Full Report

### Information about the setting

The childminder registered in 1999. She lives with her husband and two adult sons in Ashford, Kent. The ground floor of the house is used for childminding and there is a garden for outside play. The bathroom is upstairs.

The childminder works with another childminder from the same premises. Both

childminders have equal responsibility for the childminding practice. They are seven children on roll; all are in the early years age range. Most of the children attend on a part time basis. The childminder also cares for older children after school. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder lives within walking distance of local schools and amenities. She regularly takes children to the local children's centre and attends local toddler groups. The family has a cat.

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

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

- assess each child's progress across all seven areas of learning in relation to their age and stage of development; and use this information to plan the next steps for each child.

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

- develop partnerships with other early years settings attended by the children, to ensure the continuity of care and learning
- develop further systems for self-evaluation, to identify strengths and areas for improvement, to support good practice in all areas.

### **Inspection judgements**

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

The childminder has attended a briefing session on the revised Early Years Foundation Stage. She has a basic knowledge of the seven areas of learning and provides a suitable range of activities to support children's learning and development. The childminder plans different resources to cater to the different ages of the children. Consequently, all children are interested in exploring the resources and are generally engaged in their play.

Younger children enjoy playing with the magnetic cars. The childminder supports children by joining in with their play, and showing them different ways of joining the cars together. Children watch and copy her actions, showing delight in their achievements. Older children show they have good relationships with the childminder, asking her to help them with a puzzle. She encourages children to develop their thinking skills by asking, 'Why do you think this piece goes there?' Children develop their mathematical skills as they explore the

different shapes and work out where to put each piece. Children develop their language skills as they chat happily to the childminder about their ideas and thoughts as they play. She acknowledges younger children as they babble away, encouraging them to try new sounds and words. The childminder places an emphasis on supporting children to become independent. She encourages them to learn how to put their own coat and shoes on, and develop independence in their self-care skills. All these activities help prepare children for their move to pre-school and school.

The childminder knows the children well. She works with parents to find out about their children's interests and stages of development when they first start at the setting. This helps her to plan some activities based on children's interests. The childminder records some observations of what the children enjoy doing. She adds captions and photographs to the children's individual learning records to show their achievements. The childminder links these observations to the different areas of learning using stickers. However, she does not use this information to fully assess where children are in relation to their developmental stage, or plan for children's future progress, across all seven areas of learning.

The childminder has good relationships with parents. She shares information verbally with parents about their children's achievements and also records details about their care routines in a daily contact book.

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

Children arrive happily at the childminder's home and settle very quickly. They explore the resources and choose what they want to play with. Children show that they feel safe and comfortable in the childminder's care because they are familiar with the environment and routines. Older children are confident to ask for help when they need it; and younger children snuggle up to the childminder for comfort and reassurance. The childminder supports the children to play co-operatively with each other. They learn to share the resources and take turns. The childminder also takes the children to different toddler groups in the local area. This further develops their social skills as they have opportunities to play with children of a similar age. This appropriately supports their personal, social and emotional development; and helps them as they move onto pre-school and school.

The childminder works well with her co-childminder to ensure that children are supervised at all times. She is flexible with the routine, to support individual children's well-being. For example, the childminder knows when younger children show signs that they are tired, and finds their comforter to help them to go to sleep. Older children are encouraged to become independent in their self-care routines. For example, they independently ask to use the bathroom. Consistent routines, such as washing their hands before eating and after using the bathroom, support children in their understanding of how to be healthy. The childminder also provides healthy snacks, such as toast and fruit, to help children develop healthy eating habits. The childminder states that children do not use her garden in the winter. However, she regularly takes children to the park so that they can develop their physical skills. Children also have daily opportunities to be out in the fresh air as they

walk to the local toddler groups. The childminder uses these opportunities to teach children about how to keep themselves safe. They learn to wait at junctions and not to run in the car park.

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

The childminder demonstrates a sound understanding of her role and responsibilities in keeping children safe. There is a clear safeguarding policy, which includes the procedure to be followed in the event of allegations against the childminder or members of her family. The childminder shares all her policies and procedures with parents, so that they understand her responsibilities when looking after their children.

The childminder carries out checks of all areas of her home before the children arrive each morning. This is to minimise hazards and help keep children safe. Children play in the living room and are supervised at all times. The childminder has attended an appropriate first aid course. She has a first aid kit available at all times, including outings, to enable her to deal with minor accidents effectively. The childminder records all accidents that children have, so that she can share this information with parents when they pick their children up.

The childminder works with her co-childminder to evaluate the service that she offers. She carries out surveys in order to gain feedback from parents, and uses this information in her self-evaluation. The childminder has identified some areas for improvement. For example, she has organised a meeting with a health visitor to further her knowledge around the two year old progress check. However, self-evaluation is not yet fully effective in identifying further areas for improvement.

The childminder is aware of the importance of working in partnership with other professionals, but has not yet developed strong links with other settings that children regularly attend. However, good partnerships with parents support her to meet children's individual needs appropriately. Parents confirm that they are happy with the childminder's service, and appreciate her flexibility in meeting their needs. They are please with the regular communication they have with the childminder regarding their children's care.

### **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
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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	126197
Local authority	Kent
Inspection number	813692

<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>	12
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/08/2009
<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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