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| Inspection date | 03/12/2012 |
| Previous inspection date | 10/08/2009 |

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| The quality and standards of the early years provision | This inspection: | 3 |
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| 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 happy and relaxed in the care of the childminder because she knows them well.
- Positive relationships with parents support the childminder to suitably meet children's individual needs.
- The childminder demonstrates a sound understanding of her role and responsibilities in keeping children safe.

It is not yet good because

- Self-evaluation is still developing, and is not fully effective in driving improvements.
- The childminder does not consistently use her observations to plan for children's future progress.
- The childminder has yet to fully develop partnerships with other settings that children attend.

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

- Information about the inspection
- 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 1999. She works with another childminder, in the co-childminder's house. The co-childminder's husband and two adult sons live on the premises. The house is situated 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. Both

childminders have equal responsibility for the childminding practice.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are seven children on roll. All the children are in the early years age range and most attend on a part time basis. The childminder also cares for older children after school. The childminder regularly takes the 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:

- Improve information sharing with other early years settings children may attend, to support continuity of care and learning
- develop further systems for self-evaluation, in order to drive improvement and 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, and is developing her knowledge of the seven areas of learning and development. The childminder plans different activities to meet the different ages of the children that attend. Children have access to a suitable range of activities to support their learning and development. They choose what they want to play with and spend most of their time happily engaged in play.

Children enjoy playing with the building blocks, developing their imagination and creative skills. The childminder listens carefully to their suggestions and follows the children's lead in their play. The childminder supports children's mathematical development by asking them to find the 'triangle' and 'square' bricks. She also introduces new words such as

'pyramid', and extends their understanding of the different properties of shapes.

Children chat happily to the childminder as they play. They develop their language skills as they tell her about the toys they have at home. The childminder encourages children to share their ideas, helping them to develop their thinking skills. For example, when children tell her that 'all the dinosaurs are boys'; she asks them 'Where have all the girl dinosaurs gone?'

Children enjoy playing with the box of musical instruments and exploring the different sounds that they can make. They find some magnifying glasses in the box and the childminder shows the children how to use them. They enjoy investigating how things look different and noticing the changes. All these activities equip children with the necessary skills, and support them as they move into pre-school and school.

The childminder demonstrates that she knows the children well. She is able to discuss their likes and dislikes, and this helps her to plan some activities based on children's interests. The childminder is beginning to record observations of what the children are 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 development, or plan for children's future progress, across all seven areas of learning.

The childminder works closely with parents in order to meet children's individual needs. She shares information with parents verbally on a daily basis, and also completes a daily contact book. Positive relationships with parents support the continuity of children's care and learning, between the home and the setting.

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

The childminder greets children warmly as they arrive. She provides a welcoming environment to develop their sense of belonging. Children feel secure because they have good relationships with the childminder. They settle quickly, exploring the resources and choosing 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.

The childminder acts as a good role model and supports the children to play co-operatively with each other. For example, she adapts a musical activity so that children of different ages can play together. Children learn to share the resources and to take turns. The childminder also takes the children to different toddler groups in the local area. This supports them to gain confidence and develop their social skills, as they play with children of a similar age. The childminder helps to prepare the children for pre-school and school by suitably developing their social and independence skills.

The childminder is flexible with her routine to support individual children's needs. For example, she recognises when younger children are tired and need to have a nap. Older

children are encouraged to become independent in their self-care routines. For example, they independently ask to use the bathroom. The childminder promotes their independence by asking if they want her to accompany them upstairs. The childminder works well with her co-childminder to supervise the children in her care. Consistent routines, such as washing their hands before eating and after using the bathroom, support children in their understanding of how to maintain a healthy lifestyle. Although parents provide their children's main meals, the childminder supplements this with snacks such as fruit and toast. This supports children to learn about healthy eating. The childminder states that children do not play in the garden during the winter. However, they have daily opportunities to be out in the fresh air as they walk to the local toddler groups or play in the park. The childminder uses these outings to teach children about road safety and how to keep themselves safe. The childminder also practises the emergency evacuation procedure with children, so that they are familiar with what to do in the event of an emergency.

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 and the childminder knows whom to contact should she have any concerns about a child in her care. The childminder shares all her policies and procedures with parents, so that they understand her responsibilities when looking after their children.

The childminder works well with her co-childminder. They check that areas where children play are free from hazards, to 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. Developing self-evaluation has identified some areas for improvement. For example, the childminder states that she needs to become more familiar with Development Matters so that she can effectively assess children's individual stages of development. She also carries out surveys in order to gain feedback from parents about her service.

The childminder is aware of the importance of working in partnership with other professionals, but has not 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 her kind and caring attitude towards their children. They comment favourably on 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 |
|---------|--------------|--|
| 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

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|------------------------------------|-------------|
| Unique reference number | 956633 |
| Local authority | Kent |
| Inspection number | 814360 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 12 |
| Number of children on roll | 7 |
| Name of provider | |
| Date of previous inspection | 10/08/2009 |
| 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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