

Inspection date	16/01/2013
Previous inspection date	03/12/2009

The quality and standards of the early years provision	This inspection:	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 feel safe, secure and have familiar routines with the childminder, who provides a calm and loving environment.
- Children's communication and language development receive satisfactory support overall. Children are encouraged to verbally express themselves and to voice their preferences and wishes. The childminder listens attentively and responds with clear explanations and open ended questions that support children's learning.
- The childminder uses consistent and clear boundaries for children so that they develop a good understanding of acceptable behaviour.

It is not yet good because

- The childminder does not consistently use her observations of children to plan for their next steps across all areas of learning.
- The childminder has not fully considered ways to support children in making independent choices from the additional activities and resources in storage boxes.
- 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 inspector spoke with the childminder at appropriate times throughout the observations of children's play and learning in the home.
- The inspector discussed risk assessments with the childminder and inspected the ground floor of the premises.
- The inspector looked at children's progress files, documentation, the childminder's self-evaluation form and a selection of policies and children's records.
- No parents were available for interview during the inspection; however, the inspector viewed recently completed parental comments in the children's files.

Inspector

Joanne Wade Barnett

Full Report

Information about the setting

The childminder registered in 2002. She lives with her husband and two school age children in Ashford, Kent. Childminding generally takes place on the ground floor and there is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently two children in the early years age group on roll; both attend on a part-time basis. The childminder attends local toddler groups and takes children to visit the local shops and park.

What the setting needs to do to improve further

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

- improve the use of observations on children to understand their level of achievement, interest and learning styles and to then plan learning experiences for each child reflecting those observations.

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

- provide more accessibility to resources so these can be used, moved and combined in a variety of ways.
- develop systems for self-evaluation to identify strengths and areas to improve further.

Inspection judgements

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

Children enjoy a varied range of play experiences that interest them and help them make satisfactory progress in their learning and development. They benefit from a daily routine that enables them to know what is coming next and helps them feel secure. The childminder has a satisfactory knowledge of the seven areas of learning and provides a range of activities to promote these. However, the childminder does not always encourage children to make free choice from the available resources, or make the majority of resources accessible. This results in many activities being selected by the adult and not always providing a balance between those activities that are child-initiated and those that are adult-led.

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. There are informative learning journeys with lots of photographs that the childminder shares with parents to help them understand their child's progress. However, the childminder has not planned for children's next steps systematically and consistently enough to help them make the most of all the activities provided. Nonetheless, children are engaged in their play and make suitable

progress across the areas of learning.

The childminder has a sound knowledge of the children's language development. Children babble and try to imitate the childminder's voice through conversations at snack time, as well as during story times. Children's vocabulary is progressing well for their age. The childminder reads a story and points to the different characters in the book. She repeats the names of the people back to children to help them build their vocabulary.

The children are building their physical development and enjoy playing in the local park and visits to a nearby lake. Children benefit from opportunities to play with natural resources, such as rice using cups and bowls to fill and empty containers. The childminder provides a play tea set to engage children in role-playing they are eating pretend food and drink. This helps children develop their imaginations. Overall, children acquire useful skills for their future learning.

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 towards their needs, and is sympathetic and understanding in times of emotional upset or simply just for a cuddle.

Children learn about their own safety on outings and on the school run. The childminder explains how to keep safe crossing the road and when they are in the park. 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 have access to healthy, nutritious choice of dry banana. Parents provide all food, including snacks and lunch. Children have access to their individual cups with water and they are encouraged to drink regularly.

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 childminder is aware of the importance of supporting children for any transitions, whether it is for school or another early years setting. The childminder describes working with the parents when the time comes for children to make transitions to different settings or providers. She is aware of the need to do this to support children's ongoing learning and development.

The effectiveness of the leadership and management of the early years

provision

The childminder demonstrates a sound understanding of her role and responsibilities in relation to safeguarding the children in her care. She has booked training on safeguarding and the revised Early Years Foundation Stage framework, in order to assist her in implementing the relevant changes. The childminder's systems to monitor the effectiveness of her provision are evolving. She has not yet fully developed a clear system of self-evaluation and therefore challenging targets for improvement.

The childminder has relevant policies and procedures in place, which underpin the running of the setting and help her to safeguard children. She has shared these with parents, making clear her role and responsibilities in protecting their children. For example, written consents are obtained from parents for aspects of care, such as outings.

The childminder works in close partnership with parents to ensure she meets children's individual needs well. While none of the minded children currently attend other early years settings, the childminder is aware of the need to liaise closely with these as relevant to ensure continuity of care. Overall, the childminder has a satisfactory understanding of the learning and development requirements. She organises a generally suitable range of activities and play experiences that help children make steady progress towards the early learning goals. However, her systems for assessment and planning have not been fully updated to make sure all seven areas of learning are consistently delivered in full.

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	EY101805
Local authority	Kent
Inspection number	814373
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	03/12/2009
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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