

<b>Inspection date</b>	17/01/2013
Previous inspection date	31/10/2011

<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**

- The childminder provides children with a 'Home from home' where they feel comfortable and able to express their views and wishes.
- Children are able to relax in the childminder's home where they are able to choose their own activities and which room they wish to use.
- Children have good opportunities to develop their social skills by playing with children of a mixed age range and learn how to negotiate and take turns as well as being able to voice their wishes.

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

- The childminder does not ensure the suitability of all adults who have contact with children in her care
- The childminder does not evaluate her provision and how well she delivers the Early Years Foundation Stage (EYFS) to enable her to know how to identify and address any weaknesses.

## 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 children in the childminder's care.
- Ongoing discussion with the childminder took place throughout the visit.
- The inspector spoke to parents.
- The inspector sampled children's information and development records and the childminder's policies and procedures.

## Inspector

Susan Scott

## Full Report

### Information about the setting

The childminder registered in 1996. She lives with her husband and family in Yalding, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder's home is close to local shops, parks, schools and pre-schools. The childminder is currently caring for one child in the early years age group and five older children, who all attend full-time school. The childminder takes and collects children from the local school. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare

Register.

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

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

- ensure Ofsted can make checks on people likely to have regular contact with children by supplying the information required to Ofsted.

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

- Complete a self evaluation in order to identify strengths and weaknesses in the delivery of the Early Years Foundation Stage EYFS.

### **Inspection judgements**

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

Children make satisfactory progress in their learning and development. The childminder provides a suitable range of activities and learning opportunities that adequately meet the individual needs of children. She obtains useful information from parents about children's development and builds up a picture of children's abilities through her unwritten but accurate observations. As she only cares for children after school, she provides a 'home from home' and does not extend children's structured learning beyond the school day. The quality of interaction and teaching is able to support children's learning. The childminder has not referred to 'Development Matters' documentation to help her to plan for children's needs although she has many years of experience in caring for children. The childminder has discussed children's needs with parents who wish for their children to have time to relax and play whilst in the childminders care. Parents do not want the childminder to supervise children's homework but are happy that she supports their development and learning through play activities that their children choose for themselves.

The childminder uses the information she has to ensure all children can choose from resources they enjoy using and she encourages them to make progress by building upon their development. For instance, the childminder prompts children to think of words beginning with the letter 'b' when they discuss the homework they have this week, which is developing a word bank for this letter. This is completed very informally although the childminder prompts children to use the phonic sounds, providing consistency between schoolwork and homework.

The childminder provides games that promote children's learning in mathematics. Children enjoy playing snakes and ladders which helps develop their skills in maths. For example, by counting their moves and recognising numerals. This game presents some challenges for children who enjoy the interaction and experience of playing with older minded children. Children engage in activities that foster their imagination and suitably develop their creativity. They enjoy pretend- play by playing 'schools' and can use the attractive playhouse in the garden when the ground is less muddy.

Sometimes children visit the local park on the way home and they use the garden where they have space to run, play ball games and to be active. Children sometimes decorate cup cakes with icing, building their fine motor skills. They enjoy playing games on the childminder's i-pad and i-phone which develops their dexterity. Indoors, children enjoy the opportunities to dance and to move to music and they like to reminisce about the dancing they did at Christmas. This develops children's understanding of culture, celebrations and times of the year.

Children have some opportunities to use books but say they like to talk to their friends and play games most of all. This provides them with very appropriate opportunities to build upon their social skills and gives younger children the chance to develop their understanding of taking turns, sharing, and voicing their own wishes and needs.

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

The childminder provides warm and supportive interactions to help children settle-in. For example, she ensures each child has a drink and snack and can choose the type of game or activity they want to do. This suitably promotes their personal, social and emotional development. They enjoy the social inter-actions with other minded children and are relaxed here. Children learn right from wrong because the childminder demonstrates fairness and helps them to share toys and resources. They form secure attachments with the childminder and like to have contact with her adult daughter, and like to play games involving her.

Parents share some information with the childminder about children's learning at home and the children themselves describe their experiences during the school day. This helps the childminder understand their needs and she talks to parents about their child's experiences with her when they collect children. This supports their emotional security and helps them grow in confidence.

Children are able to express their wishes and confidently select the resources they want to use in different rooms. They have easy access to an adequate range of toys and resources in the living room, dining room and in the playroom. The childminder asks children what they wish to do next, valuing them as individuals and respecting their wishes. The childminder supports and values children cultural diversity, encouraging them to celebrate through songs, music and dance.

The childminder provides a balance of healthy and popular foods at snack time. She

encourages children who stay for a cooked meal to make healthy choices. For example, by providing the vegetables that children like, especially when these are generally not popular. As a result they are able to discuss and learn about the importance of healthy eating. For instance, children are able to say if crisps and chocolate are healthy and know these should be limited in their diet.

Children learn to be aware of their own and others safety, such as on the walk from school and when they discuss the evacuation procedure with the childminder. They regularly use the play equipment and learn about the importance of physical exercise as they do so.

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

The childminder has an adequate understanding of how children learn and provides a good range of play and learning that meet the learning and development requirements. She makes secure observations and has sound assessment skills. The childminder has a sound understanding of the welfare requirements and a secure awareness of how to protect children should she have a safeguarding concern. Policies, procedures, and other documentation successfully promote children's welfare. The childminder has completed some training recently as she holds a valid first aid certificate. Children therefore benefit from the childminder's suitable commitment to improving her practice. However, the childminder does not formally evaluate her practice although she is aware of her strengths. There is no action plan to identify priorities for improvement.

The childminder establishes sound partnerships with parents and other settings who also provide childcare to the children. Children therefore receive appropriate continuity of care, and the learning experiences in school are supplemented by a relaxed and fun experience in the childminder's care. Parents comment positively on the service the childminder provides; they value the homely experience their children have and the way in which children have settled in quickly. Parents remark on how happy children are and that they enjoy coming to the childminder and playing with the other children who attend. This means the children's individual needs are adequately met.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that any person in regular contact with children is suitable by obtaining a Criminal Records Bureau check.
- Take action as specified in the compulsory Childcare Register

## 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>	125289
<b>Local authority</b>	Kent
<b>Inspection number</b>	813677
<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>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	31/10/2011
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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