

Inspection date	06/02/2013
Previous inspection date	22/06/2009

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 at home in the childminder's care and feel very secure; she spends a lot of time supporting babies and toddlers, holding, rocking, and offering them emotional support which helps them settle in quickly.
- The childminder spends time playing with children, reading lots of books to them and making sure they enjoy stories.
- The childminder has very positive relationships with parents which ensures that children receive support that is tailored to meet their individual needs.

It is not yet good because

- The childminder has not consistently used her observations of children to prioritise her planning for their next steps, particularly across the prime areas of learning.
- Children, particularly toddlers, do not have many opportunities to explore natural objects in their play which sustains their interest and arouses their curiosity.
- Information about children's abilities is not used as a starting point from which to observe and assess their progress.

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

- Inspector arrived at 9:30am, showed ID and left at 12.30pm.
 - The majority of inspection time was spent observing the childminder's input and the children she was caring for. This took place in the childminder's home in the lounge, and kitchen/dining room.
- Ongoing discussion and joint observations with the childminder took place throughout the visit.
- The inspector sampled children's information and development records and the childminder's policies and procedures.
- Discussion took place with one parent in person and the views of parents written in questionnaires were used.

Inspector

Susan Scott

Full Report

Information about the setting

The childminder registered in 2003. The family live in Eccles, Aylesford, 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 premises are not suitable for wheelchair users. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has two dogs and a rabbit. The childminder is currently caring for two children in the early years age group on a part-time basis. She also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory 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:

- develop the system for planning children's next steps so that it is accurately based upon the assessments of each child's progress across the prime areas of learning for the youngest children and all areas of learning for the older children.

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

- Exchange information about children's abilities with parents and use this as a starting point to their progress, along with the observations about them settling in
- provide a collection of sets of items and natural objects for children to explore in their play. For example, using wooden spoons, tins or pine cones.

Inspection judgements

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

There are informative records about children's learning and achievements 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 is aware of the need to complete a progress check at age two, but she has not prioritised the prime areas for development although she has identified children's overall development and several of the next steps she plans to enable their learning through play experiences. This is discussed with parents who inform the childminder of their children's needs and routines but not all their starting points.

The childminder provides a range of activities that captures children's interest and holds their attention. Children's language development is fostered appropriately through reading and sharing books as well as through other types of play. For example, the childminder reads out the animal names and the toddler responds by pointing to, and saying 'dog'. The childminder encourages children to touch the different textures in a book and uses her voice expressively; this maintains children's interest and gives clear meaning to the words she reads. Therefore children's understanding is progressing well for their age.

The children learn how to operate simple technology by pressing buttons on a toy which makes animal noises and the childminder says cow, pig and monkey to match these noises. Children respond with interest as the toys and resources are used well and are selected for their suitability to the ages and interests of children. The childminder encourages older children to develop the skills they need to support their learning at school and she has helped children who are learning English as an additional language by sharing their school books and helping them to learn early reading skills. Children are learning basic mathematical skills and understanding as the childminder helps them identify their one nose and two eyes and praises them when they point to these, showing they understand.

Children are interested in the natural world and learn about the two pet dogs, and older children are able to hold the leads on their walks to school. The children are developing their physical skills and enjoy ringing the hand-bell which they can select from the toybox.

Children benefit from the opportunities they have to walk to and from school every day and to use some apparatus and toys in the garden. They like to engage in imaginative play and use the toy pans and cutlery in pretend play. 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 feel settled with the childminder who takes care to ensure she obtains information from parents about children's likes and dislikes, and their routines. She is building on her knowledge of their needs and offers a secure and loving environment where children feel at ease. She cuddles children to sleep if they need it so that they feel secure and their needs are met. They enjoy selecting from the varied toys and books in dining room and the living room. However, opportunities to offer young children natural objects to encourage exploration, such as wooden objects are missed.

Children are encouraged to develop an understanding of how to keep themselves safe by practising evacuating the home and the childminder discusses this procedure with them to ensure they understand why they should not remain too near and where they can safely wait for help. The childminder plans outings to the local toddler groups, and they walk with the dogs to school to collect the older children. This establishes healthy routines by providing regular exercise and fresh air. They are also able to develop confidence in situations away from the home and learn social skills when mixing with children of different ages. This helps them to prepare for the next big step in their life, such as

starting at the local nursery or school.

Young children enjoy the quiet time sharing books together with the childminder when they cuddle up on her lap. Children's behaviour is very good as they receive attention to meet all their needs. They respond positively to the childminders calm and patient presence, and learn to play with others some of the time. They develop their self-care skills as they learn to wash their hands after touching the dogs although they all share a clean towel to dry their hands. They enjoy making choices about the food they eat and some children eat lunch supplied by the childminder: popular choices which are healthy include cheesy pasta and wraps. The older children are encouraged to learn which foods are healthy and which are not so healthy but may be popular through discussions with the childminder and other children.

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

The childminder has a secure knowledge of the safeguarding and welfare requirements and children's safety is well promoted. She is aware of child protection issues and the procedures to follow if concerned about a child in her care. She has all the required documents to enable her to keep children safe and she supervises them vigilantly. The childminder is less secure in her understanding of how to plan effectively for children's progress on the assessments she has made. She is keen to get this system right as she has a real commitment to the children in her care and responds to their needs with sensitivity.

The childminder shares information with parents or carers and has positive relationships with parents. She regularly shares information about children's routines and the activities they complete. The parent spoken to during the inspection is satisfied with the progress her child is making and can see developing confidence and social skills. It is obvious parents feel welcome in the childminder home and they express their satisfaction through the questionnaires the childminder has used. For example, they are able to meet other members of the family, and received all the information they needed and wanted. Parents have written that they have no concerns and their children really enjoy their time here. The childminder has a good commitment to meeting children's individual needs and provides an inclusive service for children who speak other languages. The childminder acknowledges important events in children's lives such as birthdays and celebrates varied festivals.

The childminder is keen to improve her service but finds it difficult to access training as she is caring for children on most days of the week. She has updated her first aid training recently. She has asked parents if there is anything else they would like her to provide for their children, and she has begun to evaluate her practice. This reveals her willingness to make improvements and demonstrates an adequate capacity to develop her practice.

The childminder has developed relationships with other providers delivering the Early Years Foundation Stage where children attend, such as the local school. This promotes

continuity in children's care by sharing assessments of what children know and can do or discussing their individual needs.

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

Unique reference number	EY252101
Local authority	Kent
Inspection number	814522
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	22/06/2009
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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