

Inspection date

Previous inspection date

07/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 has developed good relationship with parents; exchanging information and sharing diaries with them.
- Children benefit from being taken out in the community and to groups they really enjoy, such as musical and activity groups as well as play areas and parks.
- The childminder offers children interesting good quality toys to play with which catch the interest of children when they arrive.

It is not yet good because

- The childminder does not always plan appropriately for the three prime areas for children under the age of two years.
- Children sometimes find it hard to concentrate with several choices of activity available all at once and background noise which distracts them.
- Toddlers do not have many opportunities to develop their balance and coordination when playing inside the home.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector arrived at 1:00pm and showed her ID, she left at 3:45pm.
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.
- Inspector discussed the childminder self-evaluation form.
- The inspector sampled children's information and development records and the childminder's policies and procedures.
- Discussion took place with one parent in person.

Inspector

Susan Scott

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and child in Kings Hill, West Malling, Kent. The ground floor of the home is used for childminding and there is a fully enclosed garden for outside play. This childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for two children in the early years age range. The childminder is also registered to

provide overnight care for two children under eight years. The childminder attends a local parent/toddler and childminding group. The family has a pet cat.

What the setting needs to do to improve further

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

- ensure planning for the youngest children focuses strongly on helping them develop in the prime areas of learning such as physical development and personal, social and emotional development

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

- help children concentrate by limiting noise, and making spaces visually calm and orderly
- provide toys and equipment which help stimulate and challenge toddlers in their physical development such as tunnels, slopes and low level steps.

Inspection judgements

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

The childminder has an appropriate understanding of how children learn and develop through play. She works closely with parents to find out about their children's interests and abilities when they first start at the setting. She uses this information to help children settle and plans varied activities using suitable and attractive resources. The childminder records children's achievements using photographs and observations, and shows an accurate understanding of children's development. Parents can regularly add to their children's learning records which develops continuity of learning at home and in the childminder's care. The childminder plans for children's progress by identifying their next steps in learning but she has not given priority to the main areas of learning when planning for the development of the youngest children.

The childminder assesses children's individual learning needs and delivers experiences which they enjoy. However, her planning is not focussed on enabling young children to make the best progress in the most important areas of learning and development. For instance, there are limited opportunities for toddlers to develop their balance and coordination when playing so that they can use stairs with confidence. The opportunities for young children to develop their skills and concentration are slightly hindered by the

music playing in the background, although children really enjoy singing. Children have access to a range of good quality resources, which are regularly changed over to catch children's interest. However these can sometimes prove to be a distraction to children unless the childminder directly participates in their play.

Children enjoy exploring outside the home and go on different visits in the local community. They visit the children's centre to join in with the toddler play sessions, attend a musical activity group, and visit the local library to borrow books. They learn about the animals they see and enjoyed visiting Santa and looking at the animal statues. The childminder builds further on the interest they show by talking to them about the animals in the books and puzzles they use and the noises they make. All children are included in activities and the baby is encouraged to notice the Chinese lanterns which are displayed to support the Chinese New year celebrations planned.

The childminder supports younger children in the development of their language and communication skills by modelling new words for them to repeat and learn. For example, one child uses the word 'meow' when he sees the cat. Children particularly enjoy sharing books and stories with the childminder. She sits on the floor with them and encourages all of them, including the youngest children, to listen to the stories she reads and to point at the frog and the spider illustrated in the book. The childminder also supports the children's counting skills by counting the number of caterpillars shown in the story book. Children further develop their mathematical skills as they play with different tray puzzles, working out how to fit the differently shaped pieces into the board. Children like to sing and copy the childminder's actions when she encourages them to sing 'row the boat'. All these skills help to prepare children for their next phase of learning.

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

Children settle into the childminder's care quickly as she offers a safe and welcoming environment where children feel at ease. She obtains information from parents about children's likes, interests and routines and ensures she caters for these. She continues to build upon her knowledge of their needs through her observations and organises the experiences she offers to meet individual needs. She talks to children suggesting they should have their nappy changed and regularly offers them their drinks if they do not use these. This means children are aware of the routines and their needs are met.

Children's behaviour is very good and they enjoy playing alongside each other. They respond positively to the childminder's calm and patient presence, and are secure in the knowledge that she will intervene to support them if they need this. The childminder includes all children in playing and learning by building on their communication skills, including those who are learning English as an additional language. For example, she uses a technical toy which translates key words and greetings into their home language and shares books and rhyming action songs with them.

Children develop their understanding of self-care skills as they use individual flannels to wash their faces after eating. They enjoy a balanced selection of foods when they have

fruit for snacks and some freshly made meals such as casseroles. Children are encouraged to develop a healthy lifestyle by participating in energetic activities and outdoor play and walks. The childminder ensures they understand how to keep themselves safe by practising emergency evacuations of the home.

Children enjoy selecting from the varied toys which are available in the living room and which the childminder rotates from a larger selection she stores upstairs. Sometimes children will move from one toy to another quite rapidly and not spend much time focussed on a particular type of play as they find it hard to concentrate. This is not helped by background noise such as music playing, which sometimes distracts them and they are occasionally overwhelmed by the choices on offer. However, the children all enjoy sharing books together with the childminder and sitting in a small group responding to action songs and listening to the rhymes and songs she sings to them.

The childminder's regular outings to the local toddler groups, nursery and school help children to develop confidence and independence in situations away from the home. This supports children's social skills and helps them to prepare for the next big step in their life, such as starting at nursery or school.

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 recorded a practice evacuation from her home which shows that she is ensuring children are learning how to keep safe. She is less secure in her understanding of how to base her planning for children's progress on the assessments she has made. The childminder has established a system for recording assessments but has not consistently focused on planning for the most important areas of young children's development. She is keen to improve her service through accessing training, and is intends to pursue a variety of further training. She has liaised closely with parents and intends to use questionnaires to seek parents' views on her service. The childminder is developing her practice; for example, by attending training on the new Early Years Foundation Stage, so that she can offer a service that is relevant and up to date.

The childminder has very positive relationships with parents. She regularly shares information about children's routines and the activities they complete. Parents spoken to during the inspection clearly feel very welcome in the home. They are pleased with the progress their children are making and can see their children developing confidence and skills after only a short 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. She is aware of the importance of developing an understanding of the lives of others by celebrating varied festivals. For example, by planning activities to celebrate the Chinese New Year. The childminder recognises the need to work in partnership with other settings that deliver the Early Years Foundation Stage to promote continuity in children's

care.

The Childcare Register

The requirements for the compulsory 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	EY449965
Local authority	Kent
Inspection number	810381
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

