

Inspection date

25/02/2013

Previous inspection date

08/03/2010

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

- The childminder spends equal amounts of time with each child, supporting their well-being.
- Children are busy and engaged in play that promotes their all round development.
- The childminder supports children's learning through discussion, demonstration and effective use of resources.
- The childminder works closely with parents to provide a consistent approach to children's care.

It is not yet good because

- The childminder has limited systems to monitor children's progress.
- Children have access to only a basic range of resources that promote positive images and limited systems are in place to promote children's home languages.
- Children are easily distracted by the television playing in the background.
- The childminder does not fully evaluate her service to identify areas 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 observed children playing on the ground floor of the house and their interactions with the childminder.
- The inspector checked evidence of suitability of the childminder and house hold members.
- The inspector sampled documentation and records regarding safeguarding.
- The inspector looked at assessment records of children in the setting to inform her judgements.

Inspector

Claire Parnell

Full Report

Information about the setting

The childminder registered in 2002. She lives with her husband, two adult children and one adult lodger in Boughton Monchelsea, Maidstone, Kent. The whole ground floor of the childminder's house is used for childminding and there is a secure garden available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for three

children in the early years age range. She also cares for school-aged children. Children attend on a full time and part time basis. The childminder drives to local schools to take and collect children and attends the local parent and toddler group. The family have a variety of pets. The pond is covered and is only visited by the children under the direct and constant supervision of the childminder.

What the setting needs to do to improve further

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

- develop the assessment systems to track children's levels of achievement and their progress.

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

- help children concentrate by limiting distracting noises such as the television
- support children's understanding of diversity and reflect their home backgrounds by providing positive images and resources that represent diverse backgrounds, and recognising and equally valuing all languages spoken by parents and children
- devise a clear and successful improvement plan that supports children's achievements.

Inspection judgements

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

Children are making appropriate progress towards the early learning goals. The childminder provides a wide range of activities and experiences within her home and outside to promote all seven areas of learning. These activities meet their individual learning needs and helps prepare children for their future learning. The childminder knows the children very well and demonstrates an understanding of their developmental stages. However, the childminder's emerging system to observe children's achievements does not fully monitor children's progress.

Young children are developing the skills of interacting with other children and adults. They react with giggles and smiles when other children play games with the childminder. They are intrigued by the activities that are selected for them by the childminder and confidently explore the resources and toys. The childminder talks confidently about each

child's character and personality and uses this knowledge to challenge and extend their learning. She uses effective discussions and shows children how to use equipment, encouraging them to develop new skills. For example, she supports children to move the beads along the wires, talking about the colours and the shapes. Children are keen to solve problems. They experiment with resources and discover how to fix things and join pieces together. For example, children explore the screws and tools at the workbench. The childminder carefully explains and shows the children how to put the screw in the hole. She also introduces new words to them, such as 'screwdriver' and encourages them to repeat the new words back to her.

Children are developing skills in communication and language. Some children use their strong sense of expression and gestures whereas others use signing and vocals to express themselves. The childminder recognises the importance of each child's skills in communication and uses these to extend their speech. Children show developing skills in concentration, especially when the childminder is engaged in their play. However, the background noise of the television causes distractions that sometimes break children's concentration during some activities.

Children thoroughly enjoy music and move to the beat of songs. They show a developing skill of imagination, pretending to lie down on the covers and fall asleep, jumping up again and laughing to the childminder. Children take part in planned activities to promote their creativity. They explore malleable materials such as dough and sand. They also use materials such as glue and paints to create pieces of work for celebration such as Mother's Day. Children enjoy looking at books. They show confident skills at opening and turning pages, pointing to the pictures and reacting to the stories read to them. They associate words and pictures in the book to familiar people such as their friends.

Children are treated as individuals by the childminder, who provides equal amounts of time for each child to support their development. However, children have access to a limited amount of resources that promote positive images of today's society. Therefore children gain a limited understanding about people's differences. The childminder is aware that some children experience additional languages in their home but does not actively reflect this in their daily care.

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

Children are confident, independent and very settled in the childminder's care. They approach the childminder for cuddles and reassurance, therefore showing that they feel safe and secure with her. The childminder uses consistent routines and activities to enable children to feel welcome in her home. The childminder provides children with clear boundaries. She gives consistent explanation about behaviour and uses distraction as a positive strategy, especially with young children. Children are encouraged to share and take turns, promoting their skills in negotiation and social interaction. Children are encouraged to say sorry through signing and cuddles for each other.

Children are offered a wide range of healthy foods. The childminder has relevant

information about children's dietary needs. She uses this to provide familiar and new tastes for them to try. Healthy snacks are provided and children are encouraged to choose from the fruit bowl themselves. Children access their own drinks throughout the day which consists of diluted sugar-free squash. The childminder has experience of children on the baby-led weaning programme and recognises the importance of children making choices for themselves.

Children learn about the importance of hygiene practices throughout their time with the childminder. She provides children with tissues and talks about whose nose needs wiping. She uses appropriate measures to promote hygiene when changing nappies and disposes of these immediately. Children's faces and hands are wiped prior to snacks and meals and children are encouraged to clean themselves afterwards.

Children have access to outdoor play every day. The childminder uses her garden only in fine weather due to slippery surfaces but provides children with the use of local parks and spaces. Children visit parks and use the spaces to run as well as using equipment to climb and jump from. They also have access to local groups to explore further movement and use additional equipment to promote physical skills.

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

The childminder is able to safeguard children appropriately. She is clear about her role in monitoring children's well-being and has systems in place to record and report any concerns she may have. The childminder carries out regular risk assessments of her home and her garden. She makes alternative plans for outdoor play when the decking in the garden becomes too slippery for safe play. She has put safety measures in place to keep children away from the pond in the garden. She helps children to gain an understanding of keeping themselves safe within the house. She encourages children to tidy away books and reminds them that if they stand on them they may slip. She provides activities in a safely laid out environment to support young children who are only just walking.

The childminder has attended a recent first aid course. She has a clear understanding of how to deal with accidents and injuries appropriately. In addition to this, she keeps all the required records and parental consent in place for easy access in an emergency.

The childminder demonstrates some commitment towards making continuous improvements to her service. She has gained support through local services to develop her understanding of recording children's progress. She uses the knowledge of other local childminder's to support her developing service for families. She understands the importance of keeping up to date and making changes to her service when it is required. However, she does not have an effective system to continuously evaluate her service or to identify areas for improvement.

The childminder has positive relationships with parents. She makes time to talk to them about their children's progress at home. She uses this information to provide consistency in

the setting. For example, she has introduced the use of signing for all children to support their communication skills. Parents receive verbal information about their child's day. They are encouraged to share their children's experiences outside the setting with the childminder. The childminder has a clear understanding of the importance of making professional links with other settings when children are in shared care. She understands the need to work closely together to promote consistent approaches to children's learning.

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	EY216540
Local authority	Kent
Inspection number	843376
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	08/03/2010
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

