

Inspection date	01/03/2013
Previous inspection date	23/09/2008

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		2
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 relaxed and happy in the care of this childminder; they are motivated to take part in the activities that she offers, because of her enthusiasm and her emphasis on having fun.
- The childminder offers activities and resources that effectively complement the children's day at school.
- The childminder promotes most aspects of children's independence well.

It is not yet good because

- Self-evaluation does not identify gaps in the childminder's understanding of the requirements, and does not include the views of others.
- Children have fewer opportunities to take considered risks in their play.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 interviewed the childminder and observed her interaction with the children.
- The inspector observed minded children at play.
- The inspector reviewed and sampled systems and documentation.

Inspector

Stacey Sangster

Full Report

Information about the setting

The childminder was registered in 2008 and lives with her three children, two of whom are school aged. They live in a house in the area of Orchard Heights, Ashford in walking distance to local shops schools and parks. The whole ground floor and one bedroom are used for childminding. There is a fully enclosed garden that is available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. She is currently looking after two minded children, one of whom is in the early years age group.

What the setting needs to do to improve further**To meet the requirements of the Early Years Foundation Stage the provider must:**

- maintain a paediatric first aid qualification, at all times, which is local authority approved and relevant for workers caring for young children.

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

- provide children with more opportunities to judge and manage risks for themselves
- improve the effectiveness of self-evaluation to identify areas for improvement, and include contributions from parents and children.

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

The childminder offers a wide range of interesting activities that supports children's learning and development well. The activities give children some good opportunities to learn through play, after a busy day at school. The range offered help children's development adequately across all seven areas of learning.

The childminder has some good strategies for promoting children's personal, social and emotional development, boosting their self-esteem with dancing and singing competitions that children very much enjoy. They receive good support with language and communication skills and increase their physical skills by using the large space in the conservatory to dance and practice gymnastic type movements, such as the splits.

The childminder understands that all children learn at different rates and have different learning styles. She gets to know what children like to do and uses this to identify activities that motivate them to take part. The childminder demonstrates good teaching techniques and her enthusiasm and interest in children's games, encourages them to be eager to try new things. Informal planning enables the childminder to complement children's learning at school. She plans flexibly to meet children's daily needs.

The childminder currently cares for children for a short period after school. She meets the needs of these children well and takes into account their ages, stages of development, the amount of time children spend at the setting each week, and the length of time children that attend. The childminder shares information about what children enjoy, with parents, some of whom repeat these activities at home. The childminder is aware of the need to

complete a two-year check, when she cares for younger children.

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

The childminder provides appropriate levels of support to help children behave well. They receive stickers as rewards, and behave in ways that are safe for themselves and others. The childminder provides clear explanations about how to stay safe. However, because the childminder is sometimes over-protective, children have few opportunities to assess risks for themselves. For example, she provides pre-baked cakes for children to ice, rather than enabling children to learn about safely using the cooker.

Children learn about healthy lifestyles. The routines such as hand washing before eating and after using the toilet help children to develop habits that support their own health. The childminder and children talk about which foods are healthy and which are not. They understand that being active supports them to be fit and healthy. They know that activities such as 'ballet' and 'running really fast,' are good exercise. They practice ballet moves with the childminder, laughing as she wobbles and instructing her to point her toes more. Relationships between the childminder and children are warm and affectionate. Children show that they feel safe as they approach the childminder without hesitation and enjoy their time in her home.

Resources are plentiful, well maintained and are suitable for the ages of the children who attend. Children choose freely from the range on offer and are engaged in busy purposeful play throughout the time with the childminder.

The children adapt easily between the childminder's home and school. The activities complement their day at school so the childminder meets their needs. The children note that when it gets dark it is nearly time to go home. The childminder tells the children when their parents are coming. She reassures them that she will leave the toys or activities they were playing with, until they return.

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

The childminder offers routines, which ensure that all children have access to a balance of adult and child led experiences. The childminder learns about the children's day at school by talking with them, and their parents. Safeguarding arrangements keep children in the childminder's care safe. Hazards in the home have been appropriately minimised through risk assessments. The childminder has a sound knowledge of child protection issues and knows what to do if she has concerns about a child. However, the childminder's first aid certificate has expired. The childminder demonstrates some continued knowledge of how to treat basic injuries, but this is a breach of requirements.

The childminder reflects on what she does with children to ensure that there is variety and breadth to the experiences that she offers. Development plans have focused on extending

the space available to children with the addition a large conservatory, which children use as their playroom. The childminder demonstrates a commitment to ongoing improvement and the ability to continually improve. However, her evaluation of her practice has not identified the need to update her first aid training. Partnerships with parents is sound. She provides a daily exchange of information about their children's day.

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:

- obtain an appropriate first aid qualification (compulsory part of the Childcare Register)
- obtain an appropriate first aid qualification (voluntary part of the 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 action. 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	EY374194
Local authority	Kent
Inspection number	844383
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	2
Name of provider	
Date of previous inspection	23/09/2008
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, which are usually the childminder's 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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