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| Inspection date | 26/03/2013 |
| Previous inspection date | 29/01/2010 |

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| The quality and standards of the early years provision | This inspection: | 3 |
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| 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 | | 2 |
| 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 form secure attachments to the childminder and her assistant, enabling them to feel safe and secure.
- The childminder and her assistant have a good understanding about keeping children safe and put appropriate measures in place.
- Children's care needs are given high priority and their personal independence is promoted well through daily routines.

It is not yet good because

- children enjoy books being read to them, but these are not easily accessible for children to help themselves
- the childminder knows the children well and is aware of their stages of development. However, the planning does not always cover all areas of learning on an equal basis, to provide consistently challenging opportunities to extend some children's learning
- the childminder has not yet fully developed self-evaluation systems to identify all the strengths and weaknesses of her provision.

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 majority of the inspection was spent observing the childminder and her assistant interacting with the children.
- Parental views were obtained through written references.
- Discussion took place with the childminder about safeguarding children.
- The inspector reviewed relevant documentation.
- A house safety check was carried out.

Inspector

Jane Wakelen

Full Report

Information about the setting

The childminder registered in 2008. She lives with her partner in Birchington, Kent. Her partner works as an assistant to support the childminder. The childminder cares for children in a different home to where she lives. The whole of the ground floor of the house is used for childminding, in addition to one bedroom upstairs used for sleeping children.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding nine children in the early years age range.

The childminder walks to local schools to take and collect children.

What the setting needs to do to improve further

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

- use information from observations to plan a consistently challenging and enjoyable experience for each child across the areas of learning, for example, with regard to problem solving.

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

- create an attractive book area where children and adults can enjoy books together
- develop further a system of self-evaluation using contributions from parents and carers to identify all of the strengths and weaknesses of the setting.

Inspection judgements

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

Overall the childminder has a satisfactory understanding of the learning and development requirements. She provides a range of activities, such as painting, cooking and outdoor play to promote children's learning. She demonstrates a secure knowledge of children's individual needs and personalities, reflecting this in her care for the children. For example, she knows that some children are less confident than others. The childminder provides a welcoming home and encourages these children to have little jobs to help her and others,

thereby promoting their self-worth and feeling of importance.

The childminder carries out daily observations and uses this information to plan further activities. Although children make satisfactory progress overall, some areas of learning are not given equal consideration, resulting in activities not always providing sufficient challenge or extension. The childminder is aware of the progress check for two-year-olds and has completed one of these, reflecting her knowledge of the individual child. This has been shared with the parent and the parent has had the opportunity to write her own positive comments.

Children move around the playroom confidently, accessing the available toys. They show enjoyment as they make cups of tea for the assistant or put on the dressing-up clothes. They speak well, telling the childminder what they are doing or requesting alternative resources from the storage area, thereby reflecting their knowledge of the available toys. Both the childminder and her assistant are responsive to children's requests and happily fetch the alternative resources. Open-ended questions are used to extend children's learning and communication skills.

Children have good opportunities to develop their physical skills using the garden, park, and walks along the beach or to local places of interest. They have access to a range of play equipment in the garden, including sit-and-ride toys and balls, helping to promote enjoyment and exposure to fresh air. Children show well-developed manipulative skills as they use the paint brushes confidently, with good hand and eye co-ordination. They use plain paper and pre-printed pictures to colour in or paint on, enabling them to have a choice. Children handle books well and enjoy looking at them with an adult. They are building their concentration as they share the story and point out items they recognise in the pictures, thereby promoting interaction and extending their vocabulary. However, books are not easily accessible at present, which reduces free choice and opportunities to sit quietly and look at a book in the book area.

Children show great interest in the natural world as they play outside. They talk about what they can see, such as the spider on her web and the ladybird. They are encouraged to listen outside, listening to birds, planes and chatter of children in the nearby school. Children enjoy using the small world toys to help them make sense of the real world and develop their imagination. Effective opportunities to build and construct with a variety of materials enable children to form towers and create structures. However, they are not always encouraged to problem solve when the tower will not balance.

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

Children play in a homely, welcoming environment where they are valued and treated with care and respect. Their independence is promoted well, through encouraging children to take themselves to the toilet and learn good personal care routines. For example, they enjoy using the liquid soap in the sink and dry their hands on the paper towels. Children confidently find their coats and shoes for outdoor play, and often those of their friends, supporting their independence. Children are confident and build good relationships with

the childminder and her assistant. They learn about the importance of sharing and taking turns, with gentle reminders from the adults, thereby developing good skills for their future move to school.

Children are offered a good range of healthy snacks mid-morning and sit at the table, after washing their hands. They each have a bowl and can choose the snacks they would like, developing their choice and reflecting their likes and dislikes. Drinks are accessible all day in colour-coded cups, enabling all children to recognise their own cup. Lunch time consists of sandwiches with fruit and yoghurts, again enabling children to make choices and develop personal skills in opening their yoghurts. The childminder is a good role model and washes her hands before and after changing children's nappies. She uses gloves and the mat is wiped in between changing each child, preventing cross-infection. Children learn about living a healthy lifestyle with good daily opportunities for outside play. This supports their understanding of hazards as they learn to negotiate the concrete steps up to the garden. They learn not to touch the plants and stay with the childminder and assistant when on outings. Each child is given a badge to wear in the event of getting lost. This contains the childminder's details to protect the child. Children are encouraged to develop their physical skills well, taking risks by using large play equipment, but in a controlled environment. Consequently, children use equipment and move around outdoors with confidence.

There is a good range of resources, with some accessible in the play room and additional items in the storage area. The childminder and assistant rotate the toys to keep children interested and to provide different opportunities. Resources are suitable for the ages of the children attending.

The childminder understand the importance of preparing children for any move they may make to other settings. For example, some children attend nursery for a few days or go to school during the day. The childminder talks to parents regularly to agree on a structure to support the children's individual needs. For example, books about going to school can be obtained. Other skills such as holding a pencil and dressing themselves further support this important move.

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

Overall the childminder has a sound understanding of her role and responsibilities regarding meeting the learning and development requirements. She observes the children, although these observations are not recorded. As a result, a full record of children's progress cannot be shared with parents. However, daily discussion with the sharing of children's pictures and regular photographs provides some information for parents about their child's development. The childminder has already identified her weakness in the planning and assessment process, although she knows the children well.

Safeguarding procedures for children are sound. The childminder has an effective written policy in place, with all the necessary information recorded. She has an acceptable

understanding of the procedure to follow should she have any concerns regarding children in her care. Her assistant helps with writing the policies to ensure they remain up to date with the relevant information. All contact details are accessible for outside agencies in the event of any concerns. Satisfactory risk assessments are in place and the childminder and assistant provide children with a safe, secure environment to play in, both indoors and outdoors.

The childminder and her assistant discuss how well activities have gone and the day in general on a daily basis. They talk about children's progress and decide which activities to plan or any new equipment they need to provide to meet children's interests. They have a satisfactory knowledge of their weaknesses and strengths, but have not carried out a full self-evaluation to provide secure information. However, they have addressed the majority of the recommendations from the previous inspection, reflecting satisfactory continuous improvement.

The childminder works well with the parents, sharing daily discussion about their child's day and any celebrations or concerns. Parents are free to contact the childminder during the day or evening and the childminder often sends picture messages, to settle the parents' anxiety. Parents give several written consents for aspects of care supporting their child's well-being and have access to the policies and procedures for the setting. They seek support and reassurance from the childminder if they are worried about an aspect of children's learning and development. The childminder happily supports the parents when outside agencies are involved, to meet the child's individual needs. Parents have written positive references about the care the childminder offers, reflecting how happy they are with the care their children receive.

Adequate arrangements are in place to share information with outside agencies when the need arises and a system to share information with other providers is in place. At present, this is not relevant for the children attending.

The Childcare Register

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| 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 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

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| Unique reference number | EY384788 |
| Local authority | Kent |
| Inspection number | 844562 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 11 |
| Name of provider | |
| Date of previous inspection | 29/01/2010 |
| 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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