

Inspection date	24/04/2013
Previous inspection date	15/11/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	1
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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The childminder lacks sufficient understanding of the welfare requirements of the Early Years Foundation Stage and does not meet these in full.
- Self-evaluation processes are not sufficiently robust to accurately identify areas of weakness.
- The organisation of toys and resources is not fully effective in promoting children's independence.

It has the following strengths

- Children make good progress as the childminder accurately assesses their individual learning needs and meets these well.
- Partnerships with parents and other professionals are good and parents value the service they receive.

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 spoke with the childminder, an assistant, children and a parent at appropriate times during the inspection.
- The inspector observed the interaction between the childminder and minded children.
- The inspector looked at paperwork including records of children's progress, policies and procedures, safety records and feedback from parents.
- The inspector viewed all areas of the premises used by children.

Inspector

Liz Caluori

Full Report

Information about the setting

The childminder registered in 2001. She lives with her husband and two children in Ashford, Kent. Childminding generally takes place on the ground floor and a first floor bedroom is available for children to play or rest. There is an enclosed garden 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 a total of 10 children under eight years, of whom five are in the early years age range. The childminder also cares for children over eight years. She takes and collects children from local schools. The childminder sometimes works with one or two assistants. The childminder offers care to children with special educational needs and/or disabilities. The family has a pet dog.

What the setting needs to do to improve further

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

- ensure that children are not left in the sole care of childminder's assistants for any more than two hours at most in a single day
- establish effective systems to evaluate the provision so that areas for development are picked up accurately and drive continuous improvement well.

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

- extend further the opportunities for children to select resources independently.

Inspection judgements

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

Children progress well in their learning and development as the childminder provides a broad range of good quality activities. She competently assesses children's individual abilities and monitors their progress. This allows her to identify any gaps in their achievement. The childminder works closely with parents to discuss all areas of their child's learning and development. She encourages them to contribute observations from home and to take an active role in planning future goals for their child. This enables her to plan play opportunities and experiences which children enjoy and which offer a good level of challenge.

The childminder regularly takes children to local places of interests including an environment centre and local farms where they learn about the natural world. She provides activities in her home to reinforce their understanding such as playing with farm animals. Children identify those they know and have fun making animals noises. The childminder praises them, confirming the names they have said correctly and clearly saying the names of the other animals as children pick them up. The childminder also asks good questions to extend children's learning. For example, as a child plays with cars on a ramp, the childminder asks which is able to travel the fastest. The child experiments with all of the cars before confidently showing the childminder the fastest one.

The childminder provides extremely good opportunities for children to enjoy physical play. She takes them to local parks and soft play centres and they regularly walk to and from the local school. Children's physical skills are very good for their ages. The childminder has a very specific knowledge of each child's level of ability and supports them well.

Children respond well to the childminder's enthusiasm as she suggests activities. This motivates them to join in and increases their concentration. As children draw pictures the childminder offers a lot of praise which spurs them on to complete interesting and individual art work. The childminder also provides good encouragement to promote children's writing. She recognises that this is an area where some children excel and therefore ensure that pencils and paper are available to them at all times.

The childminder has appropriate arrangements in place to complete the progress checks for children aged two years. This means children's developmental progress is shared with parents.

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

On occasion, the childminder works with one or both of her two registered assistants. It is the childminder's responsibility to ensure that every child's learning and care is tailored to meet their individual needs. The childminder has previously breached the requirements of the Early Years Foundation Stage by leaving an assistant in the sole charge of children while she went on holiday. During this time she did not fulfil her responsibility to support all children's emotional well-being and welfare.

The childminder has a range of appropriate strategies in place to help children to learn how to keep themselves safe. For example, the recent introduction of high-visibility vests helps them to stay safe, and feel safe, when walking near roads.

Children play happily together in the childminder's home. They behave well and the childminder supports them effectively to share and take turns. Her warm, reassuring manner, leads them to develop positive self-esteem. Children gain confidence to make some independent choices about the games they want to play. The childminder has an extensive selection of interesting, well-maintained toys. Many of these are set out for children to reach easily but some of the popular toys, such as the cars, are stored in cupboards. This means that children have to ask each time they want them out rather

than being able to explore them freely to extend their games.

The childminder promotes children's physical needs and health well. She supports them sensitively in their toilet training and emphasises the importance of washing their hands. The childminder provides nutritious snacks meals and drinks, planned to reflect children's individual dietary requirements.

Appropriate arrangements are in place to manage children's moves to school. Their high levels of achievement prepare them well to cope with the challenges of future learning. The childminder also talks to them about the changes that are coming to ease help them to feel emotionally prepared.

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

The childminder has a good understanding of her responsibility to promote children's learning and does this very effectively. She monitors the success of her educational programmes well. However, her knowledge of the welfare requirements of the Early Years Foundation Stage is not secure. As a result, children are not adequately safeguarded. The childminder has previously left children in the sole care of an assistant when going on a two-week holiday. This demonstrates her lack of awareness of the requirements relating to the use of assistants. Specifically, the length of time that they may be left in sole charge of minded children with parental permission. In allowing an assistant to be caring for children alone for more than two hours in any one day, the childminder is in breach of a specific legal requirement of the Early Years Foundation Stage.

The childminder is aware of the number of children that she can care for at any one time. Clearly maintained registers show that, other than the incident mentioned, she manages her ratios appropriately. The childminder sometimes uses her car to transport children to and from school. She has a selection of car seats and booster seats available to ensure that children are transported safely. She also keeps detailed records showing that she has sufficient seats for the number of children present each journey. The childminder obtains written consent from parents to take children on outings and transport them in her car.

The childminder and her assistants all hold paediatric first aid qualifications and have been suitably checked. The childminder has clear procedures in place to respond to concerns about any of children and has attended child protection training. Safety arrangements within the childminder's home are appropriate. The premises are secure and fire fighting equipment is present. The childminder undertakes regular risk assessments to identify any potential hazards. This means children's safety is appropriately promoted.

The childminder has a good knowledge of the learning and development requirements. She is confident in her knowledge of individual children's learning needs and plans challenging experiences to help them move forward in their development. The childminder reflects on her practices, taking into account the views of parents. She accurately identifies the strengths of her provision but is not successful in ensuring that all welfare

requirements are met to promote children's well-being and safety. This also means the requirements of the Childcare Register are not met.

Effective partnership working with parents and other professionals helps to provide consistency of care for children. Parents voice their high levels of satisfaction at the service they receive. One parent provides the following written feedback. 'I think you are fantastic with my child. He seems very settled and happy to be with you. I'm so pleased with how he's developing'.

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:

- make sure the childminder is present on the premises at all times when childcare is being provided unless they have prior written approval from Ofsted to be absent for short periods of time while another suitable person cares for the children (also applies to the voluntary part of the Childcare Register)
- take action as specified for the compulsory part of the Childcare Register.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	156699
Local authority	Kent
Inspection number	914270
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	15/11/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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