

Inspection date	01/05/2013
Previous inspection date	18/10/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
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		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 does not have any procedures in place to ensure children are kept safe when they play outside in the sun.
- The risk assessments do not include information about all hazards outside the home: for example, the dangers of exposure to hot sun and how this risk can be removed or minimised.
- The assistant is not familiar with her role and responsibilities in safeguarding and protecting children.
- The childminder is unable to describe the measures she would take to ensure children are protected from the use of mobile phones and cameras in the setting.

It has the following strengths

- Children enjoy their play using a variety of toys, resources and activities that appeal to individual interests.
- The childminder provides a very healthy range of home cooked food and snacks that promote children's understanding of the importance of a healthy diet.

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

- One inspector carried out this inspection.
- The inspector spent time observing children's activities both inside and outside.
- The inspector sampled records and documentation relating to: children's progress and development; safeguarding; staff suitability and the policies and procedures.
- The inspector discussed the childminders assessment of her service.
- The inspector took account of the written views of parents and carers.

Inspector
Susan Scott

Full Report

Information about the setting

The childminder registered in 2011. She lives with her partner and young daughter in Larkfield, Aylesford, Kent. Most of the childminder's house is used for childminding, which includes a downstairs toilet. There is an enclosed garden for outside play. The family has indoor fish. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with an assistant and has four children in the early years age range on roll and also cares for older children. The childminder offers care all year round. The childminder walks or drives to local schools to take and collect children. She attends the local toddler group and a children's centre.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice asking the provider to:

- improve the risk assessment to include all hazards when outside the home; for example, to ensure children are kept safe in hot weather and how risks will be removed or minimised when they are outside.
- improve the procedures for keeping children healthy and safe when they engage in outdoor activities in the sun.

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

- ensure the assistant receives induction training to help them understand their role and responsibilities, for example, in safeguarding, child protection, and health and safety issues.
- take action to ensure there are procedures covering the use of mobile phones and cameras in the setting.

Inspection judgements

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

Children enjoy their play and learning experiences at this setting. The childminder and her assistant provide positive support to enable each child to make progress. They provide a range of experiences both inside and outside the home which children enjoy. There is a range of resources provided to suit the interests and needs of each child. This ensures each child makes progress in every area of their learning. The children's development records clearly show that all children are making progress towards the early learning goals. The childminder exchanges information about children's progress with parents on a regular basis and has recorded their starting points so that she can accurately measure their progress. Parents provide information about their children's activities at home and these are used to build upon children's achievements.

Activities planned offer children experiences that build upon their interests; for example, they visit a farm and use small farm animals in their play which particularly appeals to certain children. The children benefit from exploring programmable toys by touch and pressing buttons, so they can see and hear the result of their efforts. They benefit from hearing music and spontaneously sing songs which the childminder and her assistant encourage and join in with. They particularly enjoy playing outside and visiting different groups locally. For example, children regularly attend soft play sessions where they are able to safely explore and climb. They enjoy using the new playhouse in the garden and enjoy pretend play. Children learn about their community and the childminder encourages them to talk about the adults they see.

The childminder organises various activities to interest the children appropriately. The childminder and her assistant provide individual support to enable each child to acquire and develop their skills. For example, the childminder plans how to encourage physical skills such as reaching and crawling by placing toys near enough for babies to stretch or to move towards. The childminder supports young children's developing language and communication skills by talking to them as she supports and guides their play. For example, she names the picture cards she wants children to find, such as the banana, car and cat. Children are keen to point these out. The childminder confirms their choices and builds upon their understanding by saying that the cat 'goes meow' and tells them though it looks like cat it is a tiger. She uses this game to build their understanding of matching objects by finding pairs and supports their learning positively, gently correcting and helping children to learn while they play.

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

Children are encouraged to feel welcome in the childminder's home. Initially, children have several settling in periods over a few days with their family which helps them settle-in quickly. The childminder obtains details about the children's routines, for example, the times they sleep and eat, which she uses to guide her care. She also records information about their likes, dislikes, and any interests they have. The childminder plans well in building on these interests and she organises activities so that they appeal to individual children. For example, she is aware of certain children's interests in animals and plans play and outings around this interest. This means children enjoy coming to her setting.

The childminder and her assistant provide plenty of attention for children, adapting activities for them so that they can all join in and feel valued. The toddlers respond positively to the adults responsible for them by sharing and taking turns when they are reminded to do so. They are happy most of the time and show confidence in the adults caring for them. However, they do not learn about the dangers when they go out to play or how to protect themselves from sunburn. For example, they do not have hats to wear or have sun-cream so that they can begin to understand the importance of protecting themselves. They are able to play outside during the hottest period of the day although they are encouraged to play in the shade of the playhouse, but this is not consistently enforced. They practise evacuating the premises in case of an emergency. Children learn to wear seat belts and restraints in the car, and all children learn about the need to stay safe from traffic when they are out. This enables children to understand why they have to hold hands with the adults or wear reins when in the buggy or walking.

Toddlers receive lots of cuddles and the childminder and her assistant pick them up if they are upset. The assistant sits with children on her lap to share a story and the childminder sits close to the children when playing a game with them. The children do learn to sit at the table to eat and enjoy a healthy variety of home cooked snacks and meals that are freshly prepared. The childminder uses healthy ingredients, limiting any salt or sugar. Children enjoy cooking and baking and learn about growing food to eat. They walk to the local park and a children's centre where they enjoy energetic activities. The childminder develops children's confidence and social skills by taking them to local activities where they experience different people and environments. This helps children prepare for their next stage in learning, such as attending a nursery or school.

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

This inspection was brought forward following a concern raised regarding children's safety in the sun and procedures to care for children who are sick/unwell. The inspection found that the childminder has brief risk assessments but these are not rigorous enough in supporting children's safety and well-being, particularly in relation to outdoor activities. This is a breach of requirement. The inspection found that children regularly go out in the sun without adequate protection from sunburn. The risk assessments for outdoor play and outings do not note this as a hazard. Consequently, children's health and safety is put at risk when outside as insufficient action is taken to address this hazard. During the inspection, children played outside in the garden at the hottest time of day without sunhats, sun-cream or enough shade. Additionally, the childminder does not have a procedure she can explain to visitors that covers the use of mobile phones and cameras. This potentially compromises the welfare and well-being of children in her care and is a further breach of requirements. The childminder has not complied with the requirements relating to risk assessments to ensure these include all aspects of the environment that need to be checked on a regular basis

The childminder has used appropriate procedures when employing her assistant and is aware of her responsibility to notify Ofsted and obtain checks. However, the assistant does

not fully understand the procedures for safeguarding so that she does not know how to respond to concerns about a child in her care. This is a breach of requirements as set out in the Statutory Framework for the Early Years Foundation Stage.

Children show confidence in the childminder and her assistant as they receive individual support when they are playing and learning. Children receive attention if they need help or support and the childminder gives clear explanations about sharing toys. The childminder and her assistant have first aid training. This means they can attend to children's minor accidents, and they monitor children who seem unwell, appropriately. The childminder provides a selection of appropriate car seats to use when taking children in her car and she knows how to secure them safely. The childminder attends training to build on her professional development and to meet the varied needs of children attending. She evaluates the activities and offers a varied and interesting programme that covers all areas of learning adequately. She makes reliable assessments of children's abilities and progress and shares these regularly with parents.

The childminder has started to complete a self-evaluation form and has responded to parents requests and to the previous recommendations promptly. For example, she records any concerns and complaints raised and intends to fit a canopy to provide more shade for children playing in her garden. Children access a variety of suitable toys and resources which are easily available to them. For instance, children use various programmable toys inside, placed within their reach, and they like to use the new playhouse in the garden, which does provide a shady place to play. The childminder provides a clean home and varied well maintained resources. Children benefit from indoor and outdoor activities, including attending groups where they can use soft play and apparatus. This gives them a change of scenery and opportunity to enjoy a variety of social activities on most days.

Generally, parents are satisfied with the provision and feel they receive a service which helps their children to make progress. They mostly have good relationships with the childminder. Parents are familiar with their children's development and progress because they receive regular feedback on their progress and well-being. The childminder has not needed to work with any specialist agencies or professionals but is happy to do so if there are any concerns about children's individual needs. She values their relationship with the local school and the regular trips to collect older children help to prepare children for school.

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:

- ensure that children receiving care are kept safe from harm (also applies to the Voluntary Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (also applies to the Voluntary Childcare Register)
- take action as specified in the Compulsory Childcare register.
- take action as specified in the Compulsory 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	EY418304
Local authority	Kent
Inspection number	917381
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	5
Name of provider	
Date of previous inspection	18/10/2012
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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