

Inspection date	29/08/2013
Previous inspection date	04/08/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		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

- The childminder is caring and supportive and this helps children feel settled and happy.
- The childminder effectively promotes learning through play and as a result, children make good progress in all areas of learning.
- The childminder creates a safe and secure home where children move around independently and play safely.

It is not yet good because

- The childminder's first aid certificate has expired so he does not have an up to date knowledge of how to deal with any accidents or injuries to children.
- The childminder has begun to use some low-level storage units so children can make some of their own choices of resources but this has not been fully developed.

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 observed activities indoors and in the outdoor learning environment.
- The inspector discussed childcare practices with the childminder.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector looked at the childminder's self-evaluation form.
- The inspector took account of the views of parents from information in the childminder's questionnaires.

Inspector

Alison Weaver

Full Report

Information about the setting

The childminder registered in 2011. He has a recognised childcare qualification. The childminder regularly works with his wife who is also a childminder. They live with two older children in a house in Maidstone, Kent near to schools, shops and parks. The whole of the ground floor of the property and an upstairs toilet are used for childminding. There is an enclosed garden available for outside play. The childminder has three dogs.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He is currently minding two children in the early years age range. He also offers care to children aged up to 11 years. The childminder attends a local toddler group on a regular basis. The childminder supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- maintain a current paediatric first aid certificate.

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

- increase the use of low-level storage so children can initiate their own play and develop their independence.

Inspection judgements

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

The childminder makes good use of information gained from parents to help settle children and meet their needs. For example, he finds out about children's interests and makes sure he has the resources available that they enjoy. This helps engage and motivate children. The childminder has effective systems for observing and assessing children's ongoing progress. He competently identifies learning priorities for each child from his detailed observations. The childminder then provides activities that he knows will help promote children's learning. As a result, children make good progress in relation to their starting points. The childminder works closely with parents to meet children's learning needs and involves them in their children's learning.

The childminder gets to know the children well. He interacts well with them to support

their learning as they play. The childminder competently asks questions about what they are doing and encourages children to express their ideas and thoughts. Children use difficult words such as 'customers' when talking about the restaurant. The childminder repeats words and sensitively helps children say words correctly. This helps children develop good communication skills and become confident speakers. Children use their imagination well as they create 'picnics' with pieces of material and toys. They become absorbed in their play and spend a long time concentrating at their favourite activities. The childminder provides additional resources when needed to extend children's play. For example, he gets out the box of play food when children start to develop their 'picnic' role play into a 'restaurant'. Children confidently use simple technology such as toy phones as they talk to their 'customers' on the phone. However, some of the resources are not so easily available to children and they have to ask an adult to get them out. This is less effective in helping children freely choose and independently develop their own play.

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

Children form strong emotional bonds with the childminder. They like to involve him in their play as can be seen when they say 'come and sit with me'. Children form good relationships with others. They behave well and play amicably together. Children happily share resources as they create their 'restaurant'. The childminder promotes children's self-esteem well as he praises and encourages them. He has good behaviour management strategies that help children understand what is acceptable. Children learn to respect differences through planned activities and discussion. The childminder takes children to toddler groups and this helps extend their social skills further.

The childminder effectively promotes children's good health. Children eat healthy meals and snacks. They help to grow vegetables in the garden that they then eat. Children adopt good personal hygiene practices such as washing their hands before lunch. The childminder carries out robust hygiene practices in the home to help children stay clean and in good health. These include keeping the kitchen worktops clean. Children enjoy plenty of exercise in the garden and on interesting outings. This helps to promote their physical development.

The childminder makes good use of stories and emergency evacuation practices to help support children's growing awareness of how to stay safe. Children show they feel safe and secure as they approach adults and move around. Children confidently explore and investigate their surroundings and the resources. Overall, the childminder makes good use of the environment and resources to support children's all-round development. Children enjoy the activities and are keen to take part. They make good progress in acquiring the skills they need to move on to school.

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

This inspection was brought forward because of concerns about the provider's accident records and failure to notify Ofsted of changes regarding serious incidents and changes to household members. Ofsted carried out an investigation in April 2013 and issued the provider with a Notice to Improve. Actions were set to ensure the provider kept a written record of accidents or injuries and first aid treatment. The provider received an initial warning letter for failure to notify Ofsted. This inspection found that the childminder shows a satisfactory knowledge of the safeguarding and welfare requirements. He is fully aware of the need to inform Ofsted of any changes or significant events in the childcare provision. The childminder maintains all the required records that help promote children's welfare. However, he has failed to maintain a current paediatric first aid certificate and this is a breach of a legal requirement. This is having minimal impact on the care of children. This is because his co-minder works full-time with the children and has a current first aid certificate. The childminder has a sound knowledge of safeguarding procedures as he has attended recent training. He is clear in his understanding of how to deal with any child protection concerns. The childminder takes suitable steps to minimise hazards to children.

The childminder forms satisfactory links with parents. They receive a varied range of helpful information about the childcare practices so know what to expect. Parents give positive comments about the childminder and say they feel happy with the care provided. The childminder has appropriate procedures for working with agencies and other settings to promote consistency in care and education for individual children. He promotes inclusion by adapting activities, resources and the environment to meet the needs of children with special educational needs and/or disabilities.

The childminder and co-minder regularly review and monitor the educational programme and try new ways of working to help meet children's needs. The childminder has appropriate systems for evaluating his own practices and identifying areas for improvement. For example, the childminder is currently developing the outdoor area. He is creating a 'nature garden' where children can develop their understanding of the natural world. The childminder shows a realistic awareness of his strengths and weaknesses. He takes positive steps to improve his knowledge and skills by attending training and accessing websites for information. Since the last inspection, he has completed a childcare qualification. He shows a sound capacity to maintain continuous improvement to outcomes for children.

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:

- maintain an appropriate first aid qualification (compulsory part of the Childcare Register).
- maintain 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	EY423773
Local authority	Kent
Inspection number	928835
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	04/08/2011
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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