

Inspection date

Previous inspection date

14/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	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 are settled and display a sense of belonging. They have formed close attachments with the childminder as a result of her warm, caring nature and effective settling in procedures
- The childminder takes care to find out about children's individual needs and interests in order to be able to meet their individual requirements and support their progress and development.
- Daily verbal exchanges and a variety of communication methods ensure that parents are informed about their children's care and progress, so all know what children are doing.

It is not yet good because

- Currently observation and assessment systems do not consistently identify children's progress and development or the next steps of their learning
- The childminder misses opportunities to develop children's learning when children show a particular interest in an activity.
- The childminder's television policy implies limited use of television when caring for children but in practice, the television is on for much of the day and on occasions distracts children and has a detrimental impact on their learning.

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 the childminder's interaction with the children.
- The inspector discussed the childminder's assessment and evaluation systems.
- The inspector observed the different areas used for childminding.
- The inspector checked key documentation including children's records, attendance and accidents.

Inspector

Lara Hickson

Full Report

Information about the setting

The childminder registered in 2013. She lives with her two children in Northfleet, Kent. The home is close to schools, pre-schools, parks and a library. Children play on the ground floor and have access to a first floor for a playroom and sleeping facilities. There is an enclosed garden for outside play activities.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She cares for six children in the early years age range. The childminder is able to take and collect children from local schools and nurseries.

What the setting needs to do to improve further

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

- make systematic observations of children's learning and assess their progress across all seven areas of learning in relation to their ages and stages of development and use this information to plan what each child needs to do next.

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

- further promote children's communication and language development by a) building on their individual interests to extend vocabulary and b) reducing the use of the television to limit distractions to children's learning and development.

Inspection judgements

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

Children are making satisfactory progress with their learning and development. She demonstrates an adequate understanding of how children learn and develop. She uses this knowledge to provide resources and activities to promote learning in line with individual ages and stages of development when children first start. The childminder knows the different areas of learning and provides activities to promote these both within her home and on outings in her local community.

The childminder is fully aware that children learn through play and have different interests. From the initial visit to a child's home and during settling in sessions, the childminder endeavours to find out all about the individual needs, interests and stage of

development of each child in her care. She uses this information and her initial observations of the child to form a basic assessment of what each child can do.

The childminder is beginning to incorporate observation and assessment systems into her ongoing practice. She uses a national guidance document to establish whether children are in line with development expectations for their age. However, currently the childminder does not demonstrate how she is extending children's learning further through her planning of activities to support their next steps. The childminder talks to parents on a daily basis and uses a written contact book to share what children have been enjoying when with her. She has systems in place to involve parents in how they can extend their children's learning further at home. For example, children go to the local library and choose books each week, which they enjoy in the setting and take home to share with their parents. The childminder has yet to implement the progress check for children between the ages of two and three years but knows how she will complete this assessment when required.

Although the childminder is on hand to support children in their play, she does not make the most of play activities and routines to spontaneously develop children's vocabulary and language development. When children show a particular interest in building a tower out of construction bricks, the childminder does not promote children's emerging language and take the chance to encourage counting skills. Instead, she tries to engage a child in an electronic alphabet toy that makes different sounds and names of letters, rather than following their lead. Consequently, some learning opportunities are missed regarding language development, including early mathematical terminology, and at times activities are not appropriate to the age of the children.

The childminder is starting to evaluate children's enjoyment of the different activities and, where necessary, she alters activities to ensure interest and appropriate challenge. Although the childminder has a television policy outlining the limited use of television in her home, in practice the television is on for much of the day. On a number of occasions during the inspection, it was seen to be a distraction to children and had a detrimental effect on their learning by reducing their investigative and explorative play, as well as their ability to listen.

The childminder supports children's personal, social and emotional development. Her friendly, encouraging approach enhances their confidence and self esteem. When children are trying to develop a new skill the childminder encourages and praises their attempts. For example, as children try to put some shapes into a shape puzzle she encourages them to find the right holes through which to post their shape. When children start to post shapes into the correct spaces the childminder praises their attempts.

Children's literacy skills are supported by the childminder. She encourages their early writing and provides a range of suitable items to make marks, such as pencils, paints and crayons. There is a range of range of books, including fiction and non-fiction that support children's development of language and vocabulary, in preparation for the next stage of their early education.

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

The childminder's settling in procedures help children to form close emotional attachments with her. She works closely with parents to support children's move from their home or other early years settings into her minding environment. Children appear secure and settled, happily exploring the environment and resources available when not distracted by the television. Younger children use the childminder as a secure base from which they explore the different activities. They seek support from her when they cannot undo a box or want help with making a toy work, trusting her to give support. The childminder discusses children's individual needs and stages of development with parents at the initial settling in meetings. This communication allows her to meet dietary needs and individual interests.

There is an adequate range of age and stage appropriate resources and activities. The childminder puts a selection of these out on a daily basis which children can select from independently. This range encourages children's choice and decision making skills. However, on occasions, the childminder introduces activities that are inappropriate to a child's stage of development and which limit their engagement and interest. For example, the childminder introduces letter sounds to extend younger children's language development that are beyond their understanding. When she introduces the names of objects and uses simpler language, children start to make sounds in response.

Risk assessments ensure children's safety. The childminder assesses the indoor and outdoor environments for potential risks and minimises these. For example, she has taken her safety gate down from the entrance to her lounge area after a child become distressed and tried to pull it down. She now closes her lounge door instead to prevent children from accessing the front door or the stairs. The childminder supervises children closely at home and on outings; she reminds children about their safety. For example, when children climb onto a toy inappropriately she explains that they fall off and hurt themselves. The childminder has a behaviour policy which she implements. She sets clear boundaries to support children to play together appropriately and to keep safe. The childminder teaches children to care for the toys and resources and to understand the importance of being kind and sharing with others. As a result children behave appropriately, which helps to support their safety and shows they are gaining social skills.

The childminder helps the children to develop an understanding of the importance of fresh air, exercise and a healthy diet. She provides children with a healthy, nutritious diet and incorporates plenty of fresh fruit and vegetables into their meals. These include different ingredients from around the world, and favourite meals include eba with okra stew, stir fried Chinese noodles and spaghetti bolognese. Children celebrate different festivals during the year to extend their understanding that families differ.

Children rest comfortably in line with their individual routines. The childminder monitors them closely whilst they are asleep. The childminder helps children develop independent hygiene routines from an early age. Children are encouraged to wash their hands before meals and snacks and the childminder talks about the importance of having clean hands with 'no germs'. There is a range of activities to help children gain physical skills. They

benefit from fresh air and exercise. The children walk to and from school, to drop older children off each day and enjoy regular trips to local parks. The childminder uses a number of different parks with a variety of play apparatus to extend children's physical skills, providing more challenge for older or more physically athletic children.

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

The childminder demonstrates an adequate understanding of how to safeguard children. She shares her safeguarding policy and procedures with parents. These outline the childminder's responsibilities with regards to recording and reporting any concerns relating to child protection, so parents are clear about these. Clear procedures are in place regarding the use of cameras and mobile phones in her home. Regular risk assessments are completed as necessary. These enable children to play safely

The childminder reflects on her practice and has identified a few ways to make improvements, such as developing the outdoor area. She reviews children's enjoyment of toys and resources, and has purchased additional ones for the younger children as a result. Since registering the childminder has completed two additional courses and has plans to continue to improve her knowledge through the completion of additional training. This shows her positive attitude to driving improvement.

The childminder is committed to building positive partnerships with parents. She speaks to them on a daily basis about how their children have been during the day and the different activities and outings they have enjoyed. The childminder also uses a contact book for each child and records information about care routines and a brief explanation of activities undertaken. She uses a number of different methods to communicate with parents to involve them in their child's learning. For example, she sends text messages, emails and writes short notes. At the start of each child's placement the childminder visits children in their homes and discusses their individual needs, likes and dislikes. This enables the childminder to engage children in activities they are interested in as she has bought new toys and activities to support children's individual interests. For example, she has purchased additional cars and trucks, posters and books to engage children showing an interest in cars and trucks.

The childminder demonstrates an understanding of the need to work in partnership with other settings. She liaises with teachers at local schools older children attend which supports children's progress and well-being. The childminder is an effective link for working parents between home and school. She exchanges messages between both parties and is happy to support children with their reading, making notes for parents and teachers in their reading records.

The Childcare Register

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

Unique reference number	EY460873
Local authority	Kent
Inspection number	910278
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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