

Inspection date

Previous inspection date

01/10/2013

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 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 are developing good communication skills because the childminder talks to them often and they hold lively conversations.
- Children feel happy, safe and secure with the childminder. They have formed strong relationships with her and other minded children.
- The childminder provides equipment and activities to support children's physical skills and as a result children are developing strong walking skills.

It is not yet good because

- Although children enjoy a suitable range of activities the childminder does not fully assess children's development in all areas to fully promote their best possible progress and is not fully aware of how to implement the required progress check at age two..
- The childminder has not completed thorough self-evaluation to tackle all areas for development.

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 in the downstairs rooms.
- The inspector had discussions with the childminder.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

Inspector

Karen Scott

Full Report

Information about the setting

The childminder registered in 2011. She lives with her two school aged children in Sittingbourne, close to shops, parks, schools and pre-schools. The whole of the downstairs is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and is currently minding two children in this age group. She is also registered on the compulsory and voluntary parts of the Childcare Register and offers care to children aged over five years to 11 years.

The childminder walks to local schools and pre-schools to take and collect children. The childminder is a member of an approved childminding network.

What the setting needs to do to improve further

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

- develop knowledge and understanding of the seven areas of learning. Use this information to plan challenging and enjoyable learning experiences in order to help children progress in their learning and development and develop an understanding of the progress check at age two, to implement and share this with parents and carers.

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

- improve systems of self-evaluation to identify all areas of weakness and to fully enhance practice.

Inspection judgements

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

The childminder generally understands how young children develop and learn and promotes their progress. For example, toys and resources promote learning in different areas and are arranged to enable children to make choices about what they do. They are suitable for the ages and stages of development of children who are aware what is available to them. The childminder knows what they like playing with and ensures that their favourite toys are always available. This means that children engage well and enjoy their time in the childminder's home. However, while the childminder has plans in place to assess children's learning in some areas she has not done so successfully in all areas of

learning. Overall, children are active learners who are creative and think critically because the childminder gives them plenty to do. However, the childminder had not given enough thought to how she is going to build on children's current learning, to help them make swift progress through the developmental stepping stones. When children start parents and carers share information with the childminder that helps her to establish their starting points. The childminder then observes children to discover their interests too. However, she does not use this information well to build on their learning. This means that children's development is not as strong as possible. Also, the childminder is not fully aware of the process to follow to assess children's progress between the ages of two and three years.

Children have formed strong relationships with their friends and seek out each other to play with. The childminder promotes children's pride and self-esteem well as she displays their artwork prominently and gives them much praise. She also encourages children to acknowledge others' achievements. Children are developing strong communication skills. This is because the childminder supports them to do so through listening and responding to what they say. She introduces new words as they play and holds rich conversations with all children. Children enjoy sharing their favourite books with each other as they develop their literacy skills. Toys and resources that promote mathematical learning are enjoyed by children. The childminder extends their learning, for example, showing them how to play with toy telephones, pointing out and naming numbers. Children have constructed a height chart which they measure themselves against regularly. This means that they develop a meaningful understanding of size and measure.

Children enjoy playing outside regularly, in the garden and on walks in the local area. The childminder has ensured that children taking their first steps can do so safely and that there are secure things to pull themselves up on. Consequently, children are making strong progress with their walking. Colouring pens and pencils are always available and children use their imaginations when they create individual works of art. Children enjoy imaginative play indoors and outdoors as resources are available in both areas. They enjoy dressing up and taking on roles, playing alongside and with each other. Children enjoy making music with a range of instruments. Children are interested in computers so the childminder gives them a toy laptop and supports the children to use it and learn from what they are playing with. Children plant seeds, comparing and contrasting what they grow. They enjoy exploring nature in the garden and the childminder builds on children's interest in this.

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

Children feel safe and secure with the childminder. When the inspector arrives the childminder introduces her to children, helping them to feel secure in her presence. Children happily turn to the childminder for support and comfort, knowing that they will be treated with kindness and compassion. The environment is warm and welcoming and children are happy to stay. The childminder works closely with parents and carers to ensure that children's individual needs are met. Consequently children settle with ease. Friendships are strong and children enjoy each other's company. The childminder has good strategies in place to manage behaviour. She has a thorough policy which she shares

with parents and carers, working closely with them to manage behaviour. She supports children to think about their actions and to how to behave appropriately. The childminder continuously interacts with children as they play. She ensures that favourite toys and resources are available and this helps children to become involved in what they are doing and consequently behave well.

Children are encouraged to be independent and to practise self-help skills. For example, the childminder helps children to put on shoes and to use the bathroom independently. Children are helped to understand the importance of a healthy lifestyle. The childminder encourages children to play outside daily and participate in an active lifestyle. Drinks are always available and children help themselves, knowing when they feel thirsty. The childminder works closely with parents and carers to ensure that they supply healthy and nutritious meals for their children. She encourages children to try new foods and discusses with them what is good for them. Children learn about playing safely, knowing that they hold hands when out in the local area, and that they remove socks on slippery floors. Children are well prepared for the next steps in their education. The childminder helps them to take care of the environment as they put rubbish in bins and carry their own bags to and from pre-school. They are independent learners who are developing good social skills in preparation for school.

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

The inspection took place due to concerns shared with Ofsted regarding safeguarding children issues. Following this Ofsted visited the childminder and set actions relating to the management of behaviour. This inspection found that overall the childminder is meeting the requirements of the Statutory Framework for the Early Years Foundation Stage and both parts of the Childcare Register and that these actions have been met. The childminder also failed to notify Ofsted of a significant event that may affect her suitability to work with children. It is a requirement to do so. On this occasion Ofsted do not intend to take further action.

Children play in a safe and secure environment. The childminder undertakes thorough assessments of everything that children come into contact with to ensure that any potential risks are minimised and has given much thought to keeping children safe. A safeguarding policy is shared with parents and carers so that they are fully aware as to what the childminder will do if she has any concerns about a child in her care. It contains much helpful information and the childminder has good knowledge and understanding about how to protect children and any signs that may give her concern. Policies and procedures give a detailed account of the childminder's setting and are shared with parents and carers to keep them informed.

The childminder has started to think about what she would like to do to improve outcomes for children. For example, she intends to introduce a chart where children identify what they have been playing with so that she can see what they enjoy and where there are weaknesses in their learning. However, the childminder has not been evaluating children's

experiences and their developmental progress. The childminder liaises with other childminders, sharing ideas for good practice, and is keen to access training to build on her knowledge. She has started to think about improvements and how to enhance outcomes for children but this is in its infancy.

When the childminder cares for children with special needs she liaises with their key persons at other settings they attend so that they can share information to support their development. She helps children to understand differences and supports them to make progress. The childminder liaises with pre-schools that children attend, sharing information about care needs, but not on building their learning journeys, as she does not fully assess the progress of children in her care. However, she does support some continuity in their learning, for example, when children are celebrating festivals at other settings the childminder continues these themes in her home. Parents and carers are welcomed warmly to the childminder's home. They appreciate the daily diaries and in particular the photographs in them. The diaries enable them to find out what children have been doing but do not help them to share in their developmental journeys, to promote strong shared learning.

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	EY435391
Local authority	Kent
Inspection number	934257
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
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