

Inspection date	05/11/2013
Previous inspection date	14/05/2010

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

- The sound relationships developed between the childminder and the children enables children to build their confidence and self-esteem.
- Parents share in children's learning and development through their contribution to children's assessment records.
- Relationships between the childminder and other providers who share the care of the children, provide secure methods of sharing information to meet children's needs.

It is not yet good because

- The childminder does not use the observation and assessment process to consistently provide suitable, challenging opportunities to support children's development in all areas of learning.
- Resources are not all easily accessible, restricting children's choice and consequently, not always meeting their needs.
- The childminder has not yet developed a secure system for self-evaluation to identify the areas where improvement is needed to support children's learning and 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 spent the majority of the inspection observing the interaction between the childminder and the children.
- Documentation was reviewed and sampled, including children's learning and development records.
- Discussion was held with the childminder about safeguarding and the policies reviewed.

Inspector

Jane Wakelen

Full report

Information about the setting

The childminder was registered in 1988. She lives with one of her adult sons in Staplehurst, Kent. The whole of the ground floor and the bathroom on the first floor are used for childminding. There is a fully enclosed garden for outside play. The childminder has a dog.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age range.

The childminder is able to walk to local schools and playgroups to deliver and collect children.

What the setting needs to do to improve further

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

- use the observations and assessment to identify children's stage of development to plan challenging, enjoyable activities to meet children's individual needs.

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

- enable children to make choices by providing accessible resources, giving equal consideration to the seven areas of learning
- improve the system of self-evaluation to identify the areas to further develop to improve opportunities and activities for children.

Inspection judgements

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

The childminder provides a relaxed, welcoming environment enabling children to feel comfortable and settled. She provides a satisfactory range of activities, taking into account children's interests. However, the childminder does not use the observation and assessment process consistently to identify children's stage of development. Consequently, some activities do not provide sufficient challenge or meet children's individual needs or interests. As a result, some areas of learning are less well planned or provided for. She understands the importance of concentrating on the prime areas for the younger children.

She has completed written information for the progress check for children that are two years of age.

Children are confident in the home and move around the space freely, choosing selected resources chosen by the childminder. They enjoy pushing the large car transporter around and taking the smaller cars in and out. They have access to the rocker indoors and the dolls with buggies, showing a developing understanding of spatial awareness. Children turn the pages of the board books using their finger and thumb, holding the book up the correct way. Opportunities to further develop fine motor skills are promoted through peg puzzles and mark making opportunities.

The childminder provides children with simple instructions to follow, such as 'put the car inside the lorry', to enable them to develop their understanding and speech. The childminder understands the importance of promoting speech and language through talking to the children. She asks children questions and repeats phrases back to the children to help them hear the correct words. Children are developing their listening skills, although the childminder does not always wait for children to respond before she repeats her questioning. The childminder uses books to support children's vocabulary and concentration.

The childminder provides some opportunities for children to socialise with other children when her grandchildren come to play. This enables children to learn about turn taking and sharing, with gentle reminders from the childminder. Children are encouraged to be independent as they sit at the table to have their lunch. They learn about table manners and the importance of healthy food.

The childminder is aware of the necessary skills children need to prepare them for their move to school. She encourages children's independence and promotes their self-care skills such as toileting and hand washing. The childminder provides support to children's development in numeracy through everyday activities, such as counting the stairs when they are using them. She helps them use mathematical language such as asking for the 'large lorry'. Children are encouraged to recognise their name and learn how to hold their pencil using a tripod grip. Children learn to build relationships with others while helping with the detachment from their main carer.

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

The childminder builds strong relationships with the children, helping them settle into her home. She provides a warm, caring environment, where children are relaxed and settled. Children select toys from those available and involve the childminder in their play. Reflecting their security and sense of belonging, children behave well and understand the expectations from the childminder. She takes into account children's age and stage of development. However, she does not always take account of children's boisterous behaviour and associate that with the activities she is offering. Consequently, children are very active due to some resources not addressing children's individual interests and therefore not engaging their attention.

Children are kept safe in the childminder's home because she has put measures in place to minimise hazards. For example, locks on kitchen cupboards prevent children accessing harmful substances. She has placed the bathroom lock out of reach to prevent children locking themselves in the bathroom. Children are reminded about keeping themselves safe as they are reminded about not running indoors and learn about staying with the childminder when on outings.

Children learn about personal care routines as the childminder provides support to all children. She encourages them to wash their hands after using the toilet and before eating offering simple explanations about why this is important. Parents provide food for the children, but the childminder encourage parents to bring healthy items. She has a sound understanding of the importance of healthy eating and encourages children to have regular drinks. Appropriate procedures are in place for nappy changing to prevent cross infection for the children.

Children play with an acceptable range of resources, which are rotated by the childminder. She selects resources to make accessible to the children in the main play area. However, this restricts choices of resources for the children. Resources are in a satisfactory condition but do not always address the particular interests of each child. The childminder extend resources by taking children to the local park to use the large play equipment.

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

This inspection was brought forward due to concerns received by Ofsted regarding suitability issues about household members. The inspection found that Ofsted have been informed of who is living at the premises, and all members hold suitability checks. The childminder shows an appropriate understanding about keeping children safe. She has attending safeguarding training and is able to demonstrate a secure understanding of the procedure to follow. She has a basic written policy in place, although this needs further information to keep parents completely informed of procedures. The childminder has carried out risk assessments of her home; although these are basic she has identified all the hazards within her home. She has put some measures in place to keep children safe, such as locks on cupboards and moved locks on doors to be out of reach of children.

The childminder shows a sound understanding of the seven areas of learning. However, she has not implemented thorough routines to monitor the effectiveness of the educational programme. As a result, some areas of learning are not consistently planned for. She records regular observations and records these in children's tracker books. Children make satisfactory progress in their learning and development. The childminder seeks support from outside agencies to ensure the systems she implements are effective.

The childminder has reviewed her practice and has sought support from the childminding organisation. She has started to develop a self-evaluation, but this is not yet secure enough to consistently identify the strengths and areas to further develop. Consequently,

there are some weaknesses in the educational programme. The childminder has attended some recent training to keep her knowledge and skills updated.

The childminder shows a secure understanding of the importance of sharing information with other providers who share the care of the children. She seeks written permission from parents to share information, enabling children's needs to be addressed. The partnership with parents is well established with a good two-way flow of information. Parents receive daily communication from the childminder through daily discussion, with regular opportunities to share information through children's tracker books. Consequently, both the parent and childminder work together to help support children's learning and development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	126440
Local authority	Kent
Inspection number	940102
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	14/05/2010
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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