

<b>Inspection date</b>	27/11/2013
Previous inspection date	03/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	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		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 childminder forms good relationships with the children, helping to promote their confidence and self-esteem.
- The childminder works in partnership with the parents to promote continuity of care for the children.
- The childminder provides a variety of outings for the children giving a good range of activities to promote their knowledge and understanding of the world.

### **It is not yet good because**

- The childminder failed to notify Ofsted of her partner moving into the premises within the specified time scale and suitability checks for this household member have not been initiated, as required.
- The childminder does not always offer children who find communicating more difficult sufficient support and guidance to help them to gain greater confidence in the use of spoken language.
- Arrangements for parents to contribute information about their children's learning and development at home are not fully in place to enable the childminder to extend her understanding of children's achievements.

## 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 was shown the areas where children are cared for in the home.
- The inspector spent time observing interaction between the children and the childminder.  
The inspector sampled the childminder's records, including children's information, risk assessments, attendance records and development records, policies and procedures.
- The inspector checked evidence of the childminder's safeguarding knowledge.

## Inspector

Joanne Wade Barnett

## Full report

### Information about the setting

The childminder registered in 2010. She lives with her partner and three school age children in Edenbridge, Kent. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for three children in the early years age group, on a full and part-time basis. The childminder's home is situated close to public transport links, schools, shops, parks and other amenities. The childminder has a National Vocational Qualification at level 3 in childcare.

### What the setting needs to do to improve further

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

- improve children's communication and language development by building on their individual interests to extend vocabulary and using different techniques to aid individual children's acquisition of communication skills

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

- develop different ways to further encourage parents and carers in contributing to the assessments of children's learning, such as noting how they support children's next steps in their learning at home

## Inspection judgements

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

The childminder has a satisfactory understanding of the Early Years Foundation Stage and supports children to make sound progress in their learning. She has recently changed to an online system to record her observations of children's achievements, in order to help her to monitor children's progress. She demonstrates a satisfactory understanding of where children are in their learning and plans some suitable learning experiences that build, with some success, on children's abilities and interests. She seeks support from her local early years advisors to help her to develop her understanding of how to promote the learning and development requirements. The childminder is aware of the requirement to complete progress checks for children between the age of two and three years and has suitable assessment and recording systems in place ready to use soon.

The childminder shows a caring approach to the children in her care and promotes their personal, social and emotional development well. The childminder provides a suitable range of play-based experiences for children. The childminder talks to the children all the time, as the children communicate their thoughts and feelings with the childminder through gestures and words. Most children are confident to interact with the childminder as she listens and responds warmly and with interest. However, she does not always use repetitive language or sounds to support children who find communication more difficult and need more help to develop their early communication and language.

The childminder understands the importance of promoting children's physical skills. Children have daily outings to benefit from fresh air and exercise, whether in the garden or out in the community. Children show good hand and eye coordination as they carefully fill the pens with water to mark make on the mat. They use good thumb and finger skills as they play with the small shape sorters or turn the pages of a book. Consequently, physical skills are promoted well. The childminder works well with parents to provide continuity of care. She regularly talks with parents and uses care diaries.. However, the childminder is not proactive in involving parents in their children's learning. She does not encourage them to share information about children's learning and achievements at home, to contribute to the assessment of the children's all-round progress.

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

Generally, children are happy and settled with the childminder. She makes them feel secure as she is friendly towards them and engages with them in play. If they become unsettled and ask for 'mummy' then the childminder reassures them, comforts them and tries to interest them in a new activity. The childminder meets children's individual needs soundly. She recognises when they are tired, and makes suitable arrangements for them to sleep. If the children do not go off to sleep then she lets them go back to playing until they are ready to rest. This means children's needs are met suitably and they gain a sound sense of belonging in the setting.

The childminder manages children's behaviour generally well. She provides simple explanations to help children to learn about behavioural expectations. Children understand how to behave safely because the childminder talks to them about safety measures, such as, use of safety harnesses on the chairs they sit on. Children learn suitable hygiene routines as the childminder takes them to wash their hands before they eat. As a result, children are beginning to gain skills that help them move on to the next stage of their development.

The childminder has a sound understanding of preparing children for school and promotes their independence, such as in toileting and hand washing. She introduces letters and sounds to help children recognise their own names and some familiar words. The children benefit from all kinds of outdoor play and activities, supporting their understanding of exercise in the fresh air. They have regular visits to the library to offer a greater range of book choice. Children have good opportunities to socialise with others at the toddler groups they attend, helping them learn to share the toys and take turns. Children learn to

listen as they have story times and follow simple instructions in preparation for school.

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

This inspection was brought forward as a result of information received by Ofsted regarding the childminder's failure to notify of a change to adults living on the premises. At the inspection, it was found that the childminder had failed to notify Ofsted of an adult living on the premises within the specified time. This is a breach of the requirements of the Statutory Framework for the Early Years Foundation Stage and also the associated requirements of the Childcare Register. She explained that she had notified Ofsted that her new partner had moved into the premises but had not initiated the relevant suitability checks required for household members to safeguard children. The childminder agreed to rectify this immediately and has now done so. Therefore, no actions have been set under the Childcare Register. The childminder also confirmed that her partner is not at the setting during her childminding hours and she knows not to permit him to have unsupervised access to the children. This reduces the impact of this failure on children's welfare. Consequently, on this occasion, Ofsted do not intend to take further action.

The childminder has completed a written self-evaluation to review her practice. She has recently moved to new premises and has set realistic targets, such as improving the garden. This demonstrates her commitment to improve outcomes for children. The childminder's understanding of safeguarding children is satisfactory. She is aware of the procedures for reporting any concerns if she believes a child may be at risk. She has access to the local children's services telephone numbers and explains she would make sure all children are safe in her care. The home is safe and secure. The childminder uses a suitable range of equipment to reduce hazards, such as, a safety gate to prevent children using the stairs unsupervised. The childminder uses a written risk assessment to monitor her home and records details of any visitors to the premises. This demonstrates that the childminder takes appropriate steps to maintain children's safety while in her care.

The childminder records information to enable her to meet the requirements and cater for children's needs suitably. She records all relevant information including accurate attendance records. She works soundly in partnership with parents to inform them of her service and gather information about the children's care needs. Parents receive a daily diary of children's daily routine, including nappies, food and sleep to keep them well informed. However, the childminder has not fully embedded a shared approach to children's learning in regards to exchanging information about their achievements at home. The childminder understands the areas that require improvement within her service. She demonstrates a suitable knowledge of how children learn and make progress through play. Although she is aware that she has a less robust knowledge of the learning and development requirements. She demonstrates her commitment to improving this by seeking local professional support to help her move forward.

### **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

<b>Unique reference number</b>	EY404943
<b>Local authority</b>	Kent
<b>Inspection number</b>	913082
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	03/03/2011
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

