

Inspection date	02/12/2013
Previous inspection date	27/03/2013

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

The quality and standards of the early years provision

This provision is good

- The childminder encourages children to explore and investigate their environment.
- The childminder is skilful in recording children's learning and achievements, in order to effectively monitor their progress in their development and cater for their needs.
- A good range of art and craft materials and resources ensure children can develop their creative side.
- The working relationship the childminder has developed with parents is good; they receive useful and relevant information regarding the setting and their children's achievements.

It is not yet outstanding because

- The outdoor area is not yet fully developed to engage children in a more meaningful way.

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 held discussions with the childminder throughout the inspection.
- The inspector viewed the environment and the resources and provided.
- The inspector fed back her findings to the childminder, and his co-childminder.

Inspector

Mary Vandeppeer

Full report

Information about the setting

The childminder registered in 2000. He lives and works with his wife who is also a childminder and two adult sons, one of whom works as an assistant. They live in Allington, Maidstone, Kent. The whole of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. The family has a dog and a cat. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are 16 children on roll, of whom 13 are in the early years age group. The childminder is also registered to care for one child overnight. Children learning English as an additional language and those with special educational needs and/or disabilities attend. The childminder takes children to the local school and also collects them. The childminder and his wife are both quality assured childminders.

What the setting needs to do to improve further

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

- explore ways in which the outdoor area can be improved to further engage children in their play.

Inspection judgements

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

The childminder's quality of teaching is good because he focuses on key areas of learning, such as communication and language. This helps children develop key skills for the future. The childminder tells children stories and they sing songs and rhymes together, to extend their vocabulary. The childminder encourages children to extend their learning by finding objects that relate to the story. When the childminder reads the children's favourite books to them, they are actively encouraged to join in and learn new words.

Children have good relationships with the childminder and other adults at the setting. They play cooperatively with each other, both indoors and outside. For example, they enjoy pretend play and are able to negotiate with each other about their different roles. Children enjoy the outdoor area to explore and investigate nature, local wildlife and insects. However, the childminder has not fully developed the area to cover all areas of learning, so that children who learn best outside have more opportunities to do so.

The childminder promotes children's physical development through visiting local parks, where children can run about, learn ball control and climb.

The childminder makes good use of resources, including posters, within the home to engage children and help them in their understanding of the world. The childminder has

reviewed the layout of the home and increased the range of resources to help further promote children's learning. For example, he provides additional resources to enable children to express their creativity in art and craft. Children benefit from regular outings around the local community, to parks and local schools, to enhance their learning experiences and see their world around them.

The childminder consistently observes children to identify their developmental needs and current interests. This enables him to plan for their next steps so children make good progress in all areas of learning. The children's learning journey folders include photographs of the children engaging in different activities, enabling parents to see how they learn through play. The childminder completes the required progress check for children when they are aged between two and three years. This shows parents their children's progress in their personal, social and emotional, communication and language and physical development. The childminder works closely in partnership with parents to support their children's learning and development. He plans and provides a broad range of interesting activities to interest children and challenge their learning. Therefore, they make good progress towards the early learning goals.

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

Children are happy, well occupied and feel secure in the childminder's care. The childminder's priority is to safeguard the children in his care, their welfare is very important to him. Therefore, his approach means that all children settle quickly and feel safe and secure in the childminder's company.

Children move around the setting with confidence, making their own decisions about what they do and play with. As a result, children are confident learners, with good levels of self-esteem. The childminder provides them with a good range of toys and resources to support their play such as construction, puzzles and role play toys. Children learn important skills for the future about keeping healthy and safe because of the routines and the childminder's good teaching. For example, before eating, older children explain why they wash their hands. Children learn about keeping themselves safe as they regularly practise the emergency evacuation procedure. The childminder works collaboratively with parents to make sure children eat a healthy diet. The childminder provides nutritious meals and snacks, which include fruit, cheese, pasta, rice, vegetables and potatoes. Water and fruit squash are available all day, so children do not get thirsty. The childminder teaches and supports children in all the learning areas, so they become confident learners who are ready for school.

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

The childminder demonstrates a good knowledge and understanding of how to implement the requirements of the Statutory Framework for the Early Years Foundation Stage effectively. He has recently attended a safeguarding course, along with his co-childminder.

As a result, all adults working in this setting are very knowledgeable about the procedures to follow, if they had any concerns about a child in their care. The childminder has also kept his first aid certificate updated and is experienced and trained to treat any minor injuries children might sustain. The childminder regularly risk assesses the home, garden and activities provided, keeping records of these. This enables children to play and learn in a safe environment.

The childminder has attended numerous training courses and workshops to ensure he is up to date with childcare practice. He has produced well-written policies and procedures. The childminder's childcare experience, professional skills and experience means he is able to ensure the setting is well managed and organised and operates smoothly. As a result, he is able to provide effectively for each child's individual care and learning needs.

The inspection was brought forward following a notification from the childminder about a serious injury to a child that resulted in a visit by Ofsted. The visit found that an accurate record of children's attendance was not maintained. A glass-topped table posed a risk to children's safety and the assistant was not able to demonstrate how children's behaviour should be appropriately managed. They found that the settling in procedures did not meet children's individual needs and the provider's knowledge of safeguarding was not good enough. This was because the explanation of the action to be taken in the event of an allegation being made against a member of staff was not in line with the Local Safeguarding Children Board (LSCB). The childminder was issued notices to improve these aspects of his practice. The childminder has taken prompt and effective action to address all the weaknesses and now meets all requirements in full.

The childminder shows a good understanding of how children learn and develop. He and his co-childminder use up to date, available guidance to support their practice. His observations of the children's achievements are professionally recorded and are linked to the children's stage of development. The childminder has established a very effective self-evaluation process. The views of parents and children are included enabling the childminder to assess and implement any changes required. These include improving the layout and presentation of activities and resources for children in the home. The childminder is in contact with other childminders in the area. He makes sure he is in regular contact with providers caring for the children who also attend his setting. This results in a consistent approach to children's of learning and development so they make good progress.

The childminder's information board, newsletter, policies and procedures demonstrate the importance he places on ensuring parents are well informed. This also shows the attention the childminder gives to the welfare and safety of the children in his care. Parents receive copies of policies and procedures to help make sure they are fully aware of the childminder's role and responsibilities. Parents sign consent forms where necessary. The childminder states that he encourages parents to be part of the service provided. Comments and letters parents have written show that, overall, they are very happy with the care and opportunities made available to their children.

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	EY279087
Local authority	Kent
Inspection number	940910
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	8
Number of children on roll	16
Name of provider	
Date of previous inspection	27/03/2013
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

