

**Inspection date**

18/02/2014

Previous inspection date

08/09/2011

**The quality and standards of the early years provision**

**This inspection:**

4

Previous inspection:

2

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

4

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

4

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

4

**The quality and standards of the early years provision**

**This provision is inadequate**

- The childminder is not able to demonstrate that parents' permission is obtained for her to administer medication. This means children's safety and well-being is not assured.
- The childminder does not support children's progress in learning by making frequent and accurate observations in all areas of learning. This means their rate of learning is restricted and little information is shared with parents about children's progress.
- The childminder does not plan activities effectively to reflect children's individual learning needs, learning styles and their interests. Therefore, all children are hindered in making suitable progress in all the areas of learning.
- The childminder does not develop links with other settings that children attend to support their learning and development.
- The childminder does not have a secure understanding of the required progress checks for two-year-olds. This means their future learning and development is not effectively monitored and promoted.

**It has the following strengths**

- The childminder implements good strategies that help settle children in her home. These lead to children developing secure emotional attachments with the childminder.

## 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 children's activities in the lounge and kitchen dining room, and the childminder's interactions with them.
- The inspector sampled a range of documentation, including medication, most of the accident records and attendance records, the complaints policy and qualification certificates for safeguarding and first aid.
- The inspector held ongoing discussions with the childminder and children throughout the inspection, including discussions about safeguarding issues.

## Inspector

Jacqueline Walter

## Full report

### Information about the setting

The childminder was registered in 2001. She lives with her husband, and two adult children. They live in Frindsbury, near Strood, which is in Kent. The setting is close to shops, parks and transportation links. The childminder uses the whole of the ground floor as well as a playroom, bathroom and toilet on the first floor for childminding purposes. There is a rear garden available for outdoor play. The family has two cats as family pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has three children on roll in the early years age range and also offers care to children up to 11 years of age.

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

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

- ensure that written permission is obtained from parents to administer each medication so that children receive medication safely
- develop the assessment system ensuring that observations are sufficiently frequent and accurate to identify starting points, the children's next steps and build upon children's capabilities, so they make progress in all areas of learning and share this information with parents
- develop the planning system so that it is effective in meeting children's individual learning needs and learning styles, reflecting their interests in all the areas of learning
- develop systems to link with other settings that children attend to support their learning and development
- develop knowledge and an understanding of the progress checks for two-year-olds to monitor and support children's future learning and development.

### Inspection judgements

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

The childminder does not have an adequate understanding overall of how to support children's learning and development. The assessment and planning system is weak. The

childminder does some observations that identify what activities children do. However, her observations of children's play lack analysis and she cannot detail what children know, understand and can do. This is owing to her observations being infrequent or lacking in accuracy, so she cannot always identify children's next steps in most areas of their learning. Consequently, she does not have a clear understanding of what each child needs to learn next or of how to plan for this learning. Children are not always challenged effectively and this limits them in developing to their potential. This means that children are restricted in acquiring the skills and capacity to develop and be ready for their next stages in learning. In addition to this the childminder does not have a secure understanding of the required progress checks for two-year-old children. This means children's learning and development is not effectively monitored and future learning is not fully supported.

The childminder has some appropriate systems in place for encouraging a joint approach in supporting children's learning. For example, she discusses with parents the children's learning needs identified at home. She also regularly shares her observations of children's achievements through discussion. However, the parents' understanding of their children's development and how they can be supported at home is weakened by infrequent observations and identification of their next steps in learning. This restricts parents in extending and consolidating their children's learning at home. In addition to this the childminder has not developed effective links with other settings that children attend. This means that the children's overall development is not fully supported.

The childminder provides an appropriate range of activities in some areas of learning that capture children's interests and hold their attention. Children develop their confidence and independence. For example, the childminder organises her toys and resources so children can independently access them. This helps the children to develop confidence and choice and decision making skills. Children enjoy developing their creative skills through designing and making their own cards and drawings, using a range of different materials. For example, stickers, printing materials and colouring pencils. Children develop some hand control when peeling the backing off stickers and by colouring them in when they have attached them to their cards. They gain some understanding of shape, space and measure as they observe and listen to the childminder as she explains how to fold the paper and card they use for their activities. The childminder takes children on regular visits to the local parks and indoor play centres. Children also enjoy walks in their local woods. In addition to this, she occasionally takes children to the beach. These excursions broaden children's experiences and help develop their understanding of the world. They also give children opportunities to develop and consolidate their physical skills.

The childminder demonstrates some positive aspects in teaching. She values the children's contributions and uses them to inform and shape both their creative skills and discussion. For example, when children find a circle shape on the printing equipment, the childminder asks them what they can do with the shape. This motivates children into thinking of ideas regarding how to decorate their cards and in using talk to organise them. With older children, the childminder successfully supports their confidence to use speech by actively encouraging them to voice their wants or needs.

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

The childminder is in breach of the safeguarding and welfare requirements because she is unable to demonstrate that parents give written permission for her to administer medication. Hence children are not always able to receive medication safely and their individual needs are not always met. Consequently, children's well-being cannot be assured.

The childminder implements effective strategies to help settle new children in. She encourages parents to participate in settling in visits and finds out about their children's care routines and individual needs. This enables her to develop an understanding of children's individual care needs and routines and meet these, such as by allowing children to use their own toys. As a result, children play happily, introducing their toys into their games. Older children confidently inform the childminder of what activities they wish to do. This shows they feel emotionally secure.

The indoor learning environment helps children make some progress towards the early learning goals. Children are able to develop independence by selecting their choice of activities from a range of toys placed around the room and in low-level storages facilities.

The childminder encourages children to behave well. She uses appropriate teaching strategies such as lots of verbal praise and encouragement, in addition to implementing simple boundaries. These she discusses with the children. This in turn encourages positive behaviour, builds-up the children's self-esteem and ensures they have a clear understanding of expectations. As a result, children are familiar with expectations and develop an appropriate understanding of managing their behaviour.

The childminder teaches children some appropriate self-care skills. Children develop understanding of the importance of good hygiene by participating and cooperating in everyday routines, such as washing their hands before meals. The childminder provides a healthy selection of fruit and nutritious meals to help maintain children's good health. The childminder teaches children to develop an understanding about healthy eating by encouraging them to choose some of the ingredients of their meals. For example, children choose their own fillings for their savoury wraps and jacket potatoes. She provides regular opportunities for children to be outside in the fresh air. This helps them develop their physical skills and gain a positive attitude to being outdoors and engaging in exercise.

Through discussion, the childminder demonstrates that she helps children prepare emotionally for their move into school, such as by talking with them about the transfer. Children also become familiar with some aspects of the environment and routines of their new school when collecting older children that the childminder looks after.

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

The childminder has an inadequate understanding overall of her responsibilities in meeting the learning and development requirements. There are weaknesses in the planning and assessment systems, in partnerships with parents and others involved in the children's learning. These in turn, restrict the children from making sufficient progress in all areas of their learning from their starting points. The childminder's knowledge and understanding of implementing the safeguarding and welfare requirements is also inadequate. This weakness results in a breach of requirements of the Early Years Foundation Stage, which also relates to the Childcare Register. This means the requirements of the Childcare Register are not met.

Evidence gathered at the inspection found that the childminder was unable to demonstrate that she obtains written permission from parents for her to administer each medication. This is a breach of the Early Years Foundation Stage safeguarding and welfare requirements and compromises children's health.

The childminder takes some positive actions to help keep children safe. For example, she holds an appropriate current first aid certificate. She records all accidents and risk assesses them in order to try and prevent them from happening again. The childminder has a first aid kit that is appropriately stocked. She is also aware of the need to notify Ofsted of any serious accidents that occur. The childminder also has a sound awareness of what signs would give her concerns regarding a child's welfare. She knows the procedures to follow should such concerns arise with either children or adults in the setting. The childminder conducts daily safety checks of the indoor environment and takes appropriate actions that minimise hazards to children's safety. For example, she has stair gate fittings attached to her stairway and describes how she fits a safety gate when young children are present.

The childminder evaluates some aspects of her provision and uses some of her findings to set targets for improvement. For example, she has successfully booked a further training course to develop her understanding of assessment and planning. In addition to this, she seeks parents' views and has completed additional training in safeguarding children. This helps to improve outcomes for children, particularly in promoting their safety. It also demonstrates a drive for improvement in her provision.

The childminder provides information for parents about the setting by giving them a welcome pack, which includes her policies and procedures and her last inspection report. This communication helps make everyone aware of her responsibilities. However, the weaknesses in the childminder's assessment systems mean that the information shared regarding children's learning and development does not provide parents with an accurate picture of their children's development. In addition to this, her understanding of the need to work with other professionals involved with the children is weak. As a result, children's overall care and learning is not fully supported.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with**

The requirements for the voluntary part of the Childcare Register are

**actions)**

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure a record is held of parents' consent to administer medication (compulsory part of the Childcare Register)
- ensure a record is held of parents' consent to administer medication (voluntary part of the Childcare Register)

## 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>	156032
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	954754
<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>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/09/2011
<b>Telephone number</b>	

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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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