

Inspection date

07/05/2014

Previous inspection date

27/11/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Requires Improvement

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 builds good relationships with the children enabling them to settle and feel comfortable and secure.
- The childminder teaches children to lead healthy lifestyles. They enjoy nutritious snacks and meals and learn important self-care skills.
- Partnerships with parents are improving enabling a good two-way flow of information to meet children's individual needs.

It is not yet good because

- The process of observation, assessment and planning is not embedded fully. The childminder does not always identify next steps in children's learning to ensure the activities provided help them to make consistently good progress.
- The childminder quickly deals with most identified risks to children's safety, although the procedures for risk assessment are not always effective in helping to prevent hazards to children.
- The childminder is aware of some areas of her practice to develop, but has not developed an effective self-evaluation to inform her decision making.

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 spoke with the childminder at appropriate times throughout the observations of children's play and learning in the home.
- The inspector viewed all areas of the home used for childminding purposes.
- The inspector sampled a range of documentation including policies and procedures, the register of attendance, risk assessments and the development records.
- The inspector spoke with the childminder about her evaluation of the provision.

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 has a cat.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for four 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:

- ensure risk assessments identify all aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised, with particular regard to conservatory
- improve the observation and assessment process to identify children's next steps in their learning and use the information to plan interesting activities to meet children's individual needs

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

- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

Inspection judgements

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

Children play in a warm, child friendly environment where they are able to move around freely. They are able to access the variety of resources from the low-level storage containers in the conservatory. The childminder encourages children to lead their play, making choices or requests so they gain self-confidence and independence. The childminder sits with the children talking to them about what they are playing with,

offering some new vocabulary. She listens to children, and where appropriate repeats their sentence back to them to support their communication and language skills. The childminder asks some open-ended questions, to support children's understanding and to help develop their communication skills.

The childminder has a range of books accessible to the children and sits with them to read to develop their literacy skills. She offers different types of books to encourage children to handle books and show an interest in the stories. Children are beginning to use mathematical language in their play. For example, children talk about the tiny animals and the large boat as they play with the resources. They are beginning to count with support from the childminder. For instance, as they count the numbers on the key board of the hand held computer, although opportunities are missed in other play activities to promote children's numeracy skills.

The childminder has a sound understanding of the learning and development requirements. She provides a range of different activities and experiences for children both indoors and outdoors and consequently, children make sufficient progress in their learning. The childminder makes regular observations of children's progress. However, she does not always use these effectively to analyse the learning that has taken place to identify children's next steps in their learning. Consequently, some activities do not hold children's attention or engage their interest. The childminder has recently started to encourage parents to contribute to the assessment process to provide an accurate picture of their child's stage of development. The childminder is in the process of developing her assessments to provide the progress check for children aged two years.

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

The childminder demonstrates a secure understanding about the importance of attachments and, consequently, has established sound relationships with the children. The childminder encourages children to make choices about where to play or what to have for snack time. She knows the children well and provides food they enjoy and provides familiar activities which meets their individual needs. Children learn to behave well and develop their confidence and self-esteem in response to the positive praise offered by the childminder.

The childminder promotes a healthy lifestyle by providing children with a balanced, nutritious diet. She supports the children with their hygiene routines, such as washing hands before eating, which in turn supports children's well-being and self care skills. She offers a range of healthy snacks such as fresh and dried fruit. The childminder ensures that children have ready access to their beakers which contain water at all times. This helps them learn to meet their own needs as they know to have a drink when they need one. Children have opportunities to play outdoors on a daily basis. This provides children with fresh air and opportunities for large physical play.

Children begin to learn how to keep themselves safe through guidance from the childminder. She reminds children about not running or about chewing their food and to

only put small pieces in at a time to prevent them from choking. The childminder provides an adequate range of toys and resources that are clean and in sound condition. The childminder takes children to different toddler groups where they access additional resources and learning opportunities. This experience also supports children in learning to socialise with children of the same age and to learn to share and take turns. The childminder is supporting children to acquire skills ready for their move to nursery or school.

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

The childminder has a developing understanding of her role and responsibilities in meeting the requirements of the Early Years Foundation Stage, including those for safeguarding and welfare. The childminder demonstrates a sound knowledge of how to keep children safe and has put measures in place to minimise any risk when taking children on outings and in the community with a written policy for parents. Although risk assessments take place and identify most potential dangers, they do not identify all aspects of the environment that the childminder needs to check on a regular basis, particularly in relation to the conservatory. This means children's safety is potentially put at risk.

The childminder has a sound knowledge about protecting children in her care and of the procedures she would follow if she had any concerns about the welfare of children in her care. She has a written policy in place and contact details for outside agencies to help her in her protection of children. The childminder keeps written records of accidents and incidents and understands why this is important, as part of her ongoing safeguarding measures to protect children.

The childminder demonstrates a commitment to providing a service that meets the needs of the children and parents attending her setting. She has not recently updated her self-evaluation, although she has a satisfactory understanding of her strengths and weaknesses. She has addressed previous actions and now has improved her communication with parents with monthly activity sheets and is starting to look at the prime areas for the progress check for children aged two years. She identified the weakness in her documentation, but is not fully aware of the weakness with observations and planning. Consequently systems to monitor the provision are not fully robust to be effective in improving outcomes for children.

The childminder understands the importance of working in partnership with the parents and obtains children's personal details on the first visit. She shares written policies with parents and maintains the necessary documents and consents for aspects of care such as routine outings. Children's daily routine is shared in a diary to enable parents to know what their child has had to eat, nappy changes and any sleep.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure that all necessary measures are taken to minimise any risks identified through the risk assessment process (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any risks identified through the risk assessment process (voluntary parts 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

| | |
|------------------------------------|-------------|
| Unique reference number | EY404943 |
| Local authority | Kent |
| Inspection number | 967393 |
| 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 | 27/11/2013 |
| 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

