

<b>Inspection date</b>	01/07/2014
Previous inspection date	26/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 childminder works closely with parents to find out about children's needs and interests in order to meet their individual requirements.
- The childminder has warm and caring attachments with the children in her care.
- Risk assessments ensure the areas children use are free from potential hazards and safe.
- Children benefit from visits out in the community to groups they really enjoy, such as musical and activity groups, as well as play areas and parks.

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

- The childminder does not successfully plan purposeful activities and play experiences that consistently stimulate and challenge children in their learning and development.
- The childminder does not use labels in the learning environment so that children learn that print carries meaning.
- The childminder does not make best use of resources and books to raise children's awareness of cultural differences.
- There are fewer opportunities for children to enjoy quiet activities when outdoors.

## 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 inspection.
- The inspector looked at areas of the home used for childminding in relation to health and safety.
- The inspector sampled documents and the children's learning and development records.
- The inspector talked to the children about their interests and activities they enjoy.
- The inspector observed the childminder's interactions with the children.

**Inspector**  
Sara Garrity

## Full report

### Information about the setting

The childminder registered in 2010. She lives with her husband and three children in Sandwich, Kent, close to shops, parks, schools, the seaside and public transport links. All areas of the childminder's home are available for childminding, with bathroom facilities upstairs. There is a single step to the front and back doors. The family has a dog and a cat. The childminder is currently caring for one early years age child on a part time basis. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She takes and collects children from the local school and nursery, and attends several toddler groups on a regular basis.

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

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

- provide children with more planned and purposeful play experiences that stimulate and challenge them in their learning and development.

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

- develop children's understanding that print carries meaning by labelling familiar objects for both inside and outdoor play
- provide a wider range of books and resources that reflect positive images of different cultures
- increase children's opportunities to sit quietly and enjoy calmer activities, such as books and puzzles outside.

## 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 how children learn and develop. She carries out regular observations of children, which she evaluates to assess their stage of development. She collates the observations and photographs in children's learning journals and regularly shares them with parents. The childminder has a sound knowledge of the child's care routines, interests and stage of development. She uses this prior knowledge to engage children in appropriate activities. However, she does not always plan purposeful

activities and support play opportunities that challenge children based on their next steps of learning. This limits children's engagement and motivation to learn. The childminder is aware of the need to complete a progress check for children at age two years.

Children move around the childminder's home confidently and engage in conversations with others. The childminder supports children's communication and language by asking open-ended questions and giving them time to think before they answer. She has adequate resources and activities stored around the home and garden. She encourages children to make choices and think about what they wish to play with before getting the resource out. However, this leads to children being unable to make firm choices at times because the childminder does not support them strongly enough, which limits their active engagement in play and exploring as they consider the different options.

The childminder provides children with quiet activities when indoors; for example, reading a book on the settee after a busy morning playing with friends. There is a suitable area inside where children can relax; however, areas to rest and read books or complete puzzles are not so available in the outdoor environment. The childminder extends children's vocabulary when sharing books by reading and repeating the names of the dinosaurs and praising children when they recognise and name a 'diplodocus'. Although the childminder is on hand to support children in their play, she does not always make the most of play activities to spontaneously develop their interests and knowledge. For example, when playing with a train set, a preschool age child asks the childminder to name the trains, which she does; however, she does not extend this by sounding out letters and introducing children to phonics. Consequently, she misses some learning opportunities to extend children's learning ready for school.

The childminder supports children's literacy skills by providing materials for mark making in the sand, as well as pens and pencils for writing, ready for the move up to school; however, opportunities for children to see and copy letters and signs in the home and garden are less obvious so they learn that print carries meaning. The childminder does not support children to learn about other cultures through resources and books. The childminder supports children's personal, social and emotional development through her daily interactions. She praises their attempts when putting together the train track, congratulating them at their success. This enhances children's confidence and self-esteem. The childminder provides opportunities for children to play with others at different fun and interesting groups; she believes that socialising is important so that they learn to interact and engage with other children and adults.

The childminder shares information verbally with parents on a daily basis about their children's day at other early years settings they attend, and their time with her. She works very closely with them to support children's learning needs, for example, supporting children with toileting to ensure established routines are in place.

The childminder offers children a safe and welcoming environment, where they settle quickly and feel at ease. She obtains information from parents about their children's likes, interests and routines to ensure she caters to these. The childminder continues to build on her knowledge of the children through ongoing observations. She has daily discussions with the staff at other early years settings children attend to support their development and provide continuity of care. The childminder praises children's achievements, such as completing the train track, and sends a photograph to their parents so that they receive instant updates on children's activities and achievements. The childminder has a variety of resources for children to engage with, however, weaknesses in planning means they are not always appropriately set out to support children in their choices and allow them to build on their ideas and own learning, therefore, the quality of experiences do not fully stimulate children to actively learn.

The childminder takes the necessary precautions to protect and keep children safe at all times. She encourages children to recognise risks in the environment to help them manage their own personal safety, for example, holding on tight to the ropes when using the swing so that they do not fall off. Children have plenty of space in the garden to explore and enjoy the fresh air. They go on walks to the beach and surrounding areas where they picnic as well as see what treasures they can collect. The childminder reminds children to wear hats, and she has permission from parents for the application of sun cream. Parents provide healthy packed lunches, which the childminder stores appropriately in the kitchen. She reminds children to wash their hands before mealtimes and after using the toilet. She helps them with their personal, social and emotional development by encouraging them to do things for themselves in readiness for school. Children express their feelings and needs well because the childminder listens and responds appropriately. She encourages children to choose when and where they would like to have lunch, which helps to develop independent choices and make decisions about their own needs. The childminder reminds children to have plenty of drinks during the day to keep them hydrated; water is constantly available both inside and outdoors. These practices help children to learn about a healthy lifestyle.

Children behave well and the childminder works closely with parents to ensure that rules and boundaries are consistently applied. The childminder is a good role model and encourages children to say please and thank you, as well as help with putting things away. Children enjoy helping and are eager to go with the childminder to bring the train set in from the shed. Children are able to access the outside environment freely, and the childminder deploys herself well to ensure she can see them playing at all times. She teaches them safe practices, meaning children recognise not to go on the trampoline unaccompanied. The childminder protects children further by ensuring they do not use the trampoline in wet weather.

The childminder takes children to school daily. These trips help familiarise them with the new surroundings ready for their move up to school. Children regularly meet their new teacher and explore their new classroom. This shows the childminder is preparing children appropriately for the next stage in their development and is aware of the need to support them through this transition.

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

The childminder demonstrates a sound understanding of how to safeguard children. She carries out risk assessments and is aware of the potential hazards in the indoor and outside environments. She holds a valid paediatric first aid certificate and is experienced and trained to treat any minor injuries children might sustain. She regularly practises fire drills to familiarise children with the procedures. She has all the necessary accurately recorded information and documentation in place to support children's wellbeing. The childminder's priority is to provide a safe environment for children; she fully understands her responsibilities in protecting children from potential abuse and harm to safeguard their welfare. The childminder provides an appropriate educational programme to support children's learning, however, she does not target her planning well enough to challenge children's learning and development.

The childminder reflects on her practice appropriately, which means she has addressed all actions and recommendations from her previous inspection to improve outcomes for children. She is in the process of developing a new evaluation and monitoring system to make further improvements to children's learning experiences. The childminder is trying to access training and looking to identify groups and organisations in the local community who would be able to help her make those improvements.

The childminder is committed to building positive relationships with parents. She makes effective use of technology to keep parents informed of what their children are doing, through daily text messages as well as photographs. The childminder is aware of the importance of working with other settings. She liaises with teachers at local schools to support children's transitions. The childminder is an effective link for parents between home and other early years settings children attend. She exchanges messages between both parties and is happy to support children with their reading, making notes for parents and teachers in their reading records.

### **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>	EY415828
<b>Local authority</b>	Kent
<b>Inspection number</b>	816451
<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>	5
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26/01/2011
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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