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| Inspection date | 18/09/2014 |
| Previous inspection date | 05/05/2009 |

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| The quality and standards of the early years provision | This inspection: | 3 |
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| 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 has appropriate procedures in place to work with parents to settle new children. This enables her to develop strong emotional bonds with the children she cares, which means children feel safe and secure in her care.
- The childminder provides resources that consider the children's needs and interests, which enables them to practise and develop skills.
- The childminder has implemented some practices which enable children to play an active role in their environment and learning.

It is not yet good because

- Procedures for observing and assessing children's learning and development are limited and children's progression is not clearly recognised.
- Adequate procedures for managing children's behaviour are used inconsistently, which impacts on children's understanding of expected behaviours.

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 activities and interaction between the childminder and children during a play session.
- The inspector toured the areas of the premises used for childminding.
- The inspector viewed a range of documentation, including policies and children's record.
- The inspector discussed aspects of practice with the childminder.

Inspector

Amanda Vidler

Full report

Information about the setting

The childminder registered in 2005. She lives with her husband and three young children in Vinters park, Kent. She provides part time and full time care, before and after school and during holiday times. She is open each weekday from 7am to 6pm for 51 weeks of the year. All children have access to an enclosed outdoor play area. The whole downstairs is used for minding and the first floor is only used for bathroom and sleep purposes. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has five children on roll in and she 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:

- improve observation and assessment systems to ensure children's progression is recognised
- ensure strategies to managing children's behaviour are embedded in practice and used consistently.

Inspection judgements

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

The childminder appropriately supports children's learning and development as she provides plenty of resources and activities for the children to explore. The childminder records simple observations of the children and is beginning to assess these in relation to the Early Years Foundation stage guidance. However, systems to assess children's progress in the learning and development areas are not effective. The childminder does not use her observations systematically to inform assessment or future planning. This means that individual learning needs and possible gaps in children's development are not fully recognised.

The childminder uses basic teaching techniques to help extend children's learning, for example, she asks questions, responds appropriately and supports children's play. She uses her knowledge of individual children's interests to provide experiences that not only maintain interest but enable children to practise and develop skills. For example, when a child instigated a game of peek a boo from inside a tent, the childminder joined in, involved another child and extended the game through appropriate questions. This enables children to follow their own interest.

Children are encouraged to play an active role in their learning, experience new things and develop an understanding of the world around them through planned activities. For example, the children were fully involved in planting and caring for the vegetables that were growing in the garden. They choose their favourites to have at snack and meal times, try new things and take runner beans home to share.

Children benefit from a variety of outings and the childminder takes the children to a range of age appropriate places including, local parks and toddler groups. For example, the childminder has been taking the children to the local nature reserve and they have been watching a family of ducks. The childminder re-introduced and discussed this with the children when they were reading a book containing ducks. This adequately supports children's recall skills and reinforces their learning.

The childminder supports children in developing simple skills in preparation for school. This includes personal and social skills such as getting dressed and going on visits to the school to collect other children. Overall, children are happy and confident and they benefit from the safe and caring environment. The childminder understands the importance of offering an environment where children are encouraged to be independent in their learning and move freely between the indoor and outdoor spaces during their play.

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

Children have a warm relationship with the childminder. She gives each child individual attention by positively responding and maintaining eye contact during play sessions. This means that that children feel valued and listened to and as a result, promotes children's confidence and self-esteem. For example, children are willing and enthusiastic in showing the inspector around the building and especially proud to show off their new playroom. The childminder works with parents to establish children's interests and abilities before they start. She offers a flexible settling in process, which invites new children for a trial session starting with a one hour visit and develops depending on the child's needs. This helps new children feel comfortable in her home and form secure attachments. Children are comfortable seeking support from the childminder who respond appropriately, for example, giving cuddles and helping with shoes when needed. The childminder maintains a flexible approach, which helps to ensure children's well-being is considered. For example, a child who had returned to the setting after the summer break was unsettled and the childminder recognised the child's needs for her comforter and considers parents' wishes regarding this. This enabled the child to continue to feel supported, safe and develop in confidence.

The childminder uses positive behaviour strategies in certain situations, for example, they discuss turn taking and she diverts their attentions to other resources. However, this is inconsistent and leaves children without a clear understanding of behaviour expectations. This inconsistency in behaviour management impacts on the way some children behave and leads to children's well-being not being fully supported. The childminder encourages children to develop their awareness of their own safety by discussing with the childminder 'house rules' which are displayed and safety aspects concerning some equipment. For

example, the childminder has strict rules regarding the use of the trampoline. The children show an awareness of this as they approach the childminder and ask to go on. This means that children's remain safe while exploring the large play equipment. The childminder uses praise and encouragement regularly and reminds the children about simple manners such as saying please and thank you.

The childminder encourages children to be active in managing their personal hygiene and self-care skills within the setting. For example, she discusses and encourages hand washing at appropriate times throughout the day. The childminder supports children appropriately in their toileting needs and gives praise and reassurance. This means that children develop an understanding of the importance of good hygiene routines and are learning to manage their own self-care skills.

The childminder encourages children to follow a healthy lifestyle with varied snacks and meals. For example, she provides homemade casseroles with vegetables grown in the garden. The childminder maintains a flexible practice in regards to food and considers each child and their individual dietary requirements on a daily basis. Children are actively involved in growing vegetables and the childminder offers healthy alternatives throughout the day. Consequently, children develop an appropriate understanding of healthy eating and this impacts on the choices they make.

The secure garden enables children to have access to fresh air every day and there is a selection of equipment available to help develop their physical skills. The childminder has a sufficient system for ensuring the children's safety both at home and on various trips. This focuses on involving the children in keeping themselves safe whilst enabling them the freedom to explore. For example, the childminder discusses with the children about stranger danger, staying together and provides appropriate equipment such as car seats and push chairs. This results in children having opportunities to secure future learning in a safe and happy environment, whilst developing an understanding of health and safety in readiness for the next stage in their learning.

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

The childminder has sufficient policies and procedures, which inform her practice and she has an adequate knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. However, there are some breaches of requirements. The childminder has a sound knowledge of child protection concerns and the procedures she would follow if she had any concerns about a child's welfare. The childminder ensures that parents have sufficient information as to contact if they have concerns and contact details for support services such as the local safeguarding advisor are readily available. This means that children are safe and secure within the childminders care. The childminder highlights that she intends to complete further training in order to update her knowledge.

The childminder forms suitable relations with parents from the time their child starts in her care. She works with families, gains and exchanges information with them as required.

They have daily conversations regarding children's achievements and individual needs. Parents are encouraged to participate in aspects of their children's learning. For example, the childminder instigated a 'world day' to help children become familiar with other countries and cultures. She invited parents to help and provide foods from other countries for the children to try.

The childminders reflection on her practice is basic. She has identified some priorities for improving her practice which include safeguarding training, tracking children's progress and developing more opportunities to learn through play. The childminder has accessed support and is working with a local authority advisor to set and work on these priorities. The childminder had a sufficient knowledge of the learning and development requirements stated within the Early Years Foundation Stage. However, the childminder has ineffective systems to monitor children's progress and identify gaps in learning. This impacts on the effectiveness of the planning and delivery of the educational programmes being offered and therefore children's development is not fully supported.

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 children's behaviour is managed in a suitable manner. (Compulsory part of the Childcare register)
- ensure that children's behaviour is managed in a suitable manner. (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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

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| Unique reference number | EY315118 |
| Local authority | Kent |
| Inspection number | 843867 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Name of provider | |
| Date of previous inspection | 05/05/2009 |
| Telephone number | |

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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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