

Inspection date

Previous inspection date

30/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Children are happy and settled in the childminders care because they have friendly relationships with her.
- The childminder establishes suitable communication with parents to help to ensure they are positively involved in their children's care.
- The childminder promotes children's language and communication generally well through age appropriate interaction.
- The childminder soundly minimises risks and understands her responsibilities to safeguard children. As a result, she supports children's ongoing safety and well-being.

It is not yet good because

- The childminder does not consistently use her observations of children to track their progress and plan activities for their most relevant area of learning.
- The children do not have access to a full range of toys and resources that cover all seven areas of learning effectively.

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 the childminder interacting with children.
- The inspector discussed the childminding service with the childminder.
- The inspector sampled a range of paperwork and documentation.
- The inspector discussed the childminders observations of children's learning and development.
- The inspector discussed the childminders knowledge and understanding of the seven areas of learning.

Inspector

Sarah Morfett

Full report

Information about the setting

The childminder registered in 2014. She lives with two of her three children in Maidstone, Kent. The whole of the ground floor of the childminder's house and an upstairs bedroom on the first floor are available for childminding. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently has two children on roll. One of whom is in the early years age group. The childminder is close to local schools and children's centres and takes and collects children either by walking or driving.

What the setting needs to do to improve further

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

- ensure ongoing assessment is consistently used to track children's progress and inform the planning of challenging activities that are fully matched to children's learning needs and therefore helps them to make the best possible progress.

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

- develop the range of resources in order to cover the seven areas of learning effectively and support children's learning and development.

Inspection judgements

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

The childminder has a sound understanding of how children learn and develop through play based activities. She has only been caring for children for a short time but she is suitably aware of children's interests and knows what they enjoy. The childminder completes some observations of the children and has a general overview of their development. However, she does not always effectively use this information to shape further learning experiences and track children's progress. As a result, the planning does not focus sharply on children's precise learning needs. Consequently, children make satisfactory progress in their learning and development. The childminder has a system in place to complete the progress check for children between the ages of two to three. She has an adequate knowledge and understanding of the purpose of the check. Consequently, she will be able to identify any support that the children may need.

The childminder interacts suitably with the children and uses some generally good questions to extend children's learning. For example, she named the objects they were

playing with and repeated colours and numbers to help the children learn. As the childminder plays and interacts with the children, she develops conversations about what they are doing, in this way children learn new words. For example, children enjoyed playing with small play people. The childminder had pictures of different situations for her and the children to copy, by building with the bricks and placing the play people. These activities give children some good opportunities to develop hand control as they put the bricks together.

Overall, children have suitable access to toys and resources that meets their needs. However, the childminder has not developed a range of books or any mark making equipment as yet. This means that children miss out on developing pre-writing skills and are not developing an enjoyment of books. This affects parts of the day, for instance at rest time there are no resources to help calm children down and relax such as listening to a story or looking at books independently.

Children attend playgroup with the childminder. This gives them opportunities to mix with other children their own age and develop sound social skills. For example, learning to share and take turns with others. They enjoy being outside and have suitable opportunities to access the garden freely. For instance, they learn to control their bodies as they played with a scooter pushing it up the path and riding it back down.

The childminder asks parents to provide all round information about the children when children start. This means she has some understanding of children's needs and an overview of where they are in their development. She uses a learning journal to keep records of the children's day giving examples of what they have done and where they have been. She discusses, with parents, how children have been at the end of the day and makes sure they know what children have enjoyed. This means parents are being suitably involved in children's learning at this early stage.

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

Children are happy and settle well. They form close relationships with the childminder, who is kind and caring towards them. The childminder effectively recognises children individual needs. She knows when a child starts to feel tired and makes the room dark and quiet for them. This supports their emotional development soundly. Children are confident in the home and make independent choices about what they play with. They have access to a reasonable range of toys and resources. However, they do not suitably cover all the areas of learning. Because the children attend playgroup with the childminder each week, the impact on their learning and development is limited.

Children learn about safety because the childminder reminds them to be careful as they move about the home. She takes sound steps to minimise hazards for instance she keeps window blind cords tied up and out of reach and has gates to prevent access to areas that may be dangerous for children on their own, such as the kitchen. This means that children develop a suitable understanding of keeping themselves safe. Children behave well because the childminder is a good role model. She talks to them about what is acceptable

behaviour and says please and thank you to them to help them learn how to be polite.

The childminder works with parents to provide a healthy balanced diet for their children. She has details of their health and dietary requirements and makes sure they eat fruit and vegetables at snack time. Children benefit from trips out to parks and children's centres where they learn about diversity within their local community and the surrounding area. She promotes children's understanding of good hygiene by teaching them effective hand washing and why this is important after playing outside. She sings a song with them as they use the soap and dry their hands. They brush their teeth after eating. This reinforces children's awareness of good hygiene routines.

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

The childminder has a suitable understanding of safeguarding children. She appropriately explains the indicators that would alert her to possible signs of abuse. She explains that she is familiar with the procedures to follow to report any concerns. The childminder has a written safeguarding procedure in place that includes contact details of professional agencies to support her and offer advice. In addition, she includes details of the procedure for the use of mobiles and cameras in the setting and what to do if an allegation is made against an adult in the home. All appropriate checks are in place, for instance, Disclosure and Barring Service checks have been completed for all adults living on the premises. There is an adequate risk assessment system used to ensure the home and any places the childminder takes the children are safe and secure. As a result, the childminder soundly protects the children at all times.

The childminder has a suitable understanding of her strengths and areas for development. She is aware that there are gaps in her resources and is working towards developing this. Although, this has taken sometime and means children are currently missing opportunities to develop equally in all areas. She states she intends to seek training from her local authority to develop her knowledge and understanding of promoting children's development. This demonstrates the childminder has a suitable attitude to moving her service forward.

The childminder works positively in partnership with parents. She provides them with feedback during arrival and collection times. She shares details of children's well-being through a learning journal. She provides parents with details of her policies and procedures so they are aware of the steps she takes to protect their children. The childminder has some links with schools for the older children that allow her to suitably support them with any additional learning. The childminder has a satisfactory understanding of the roles of other professionals who offer support to children with additional needs. Although, to date she has not been required to implement this in practice.

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. 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

Unique reference number	EY474500
Local authority	Kent
Inspection number	960187
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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