

Inspection date	14/10/2014
Previous inspection date	18/10/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
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 finds out about children's individual needs and interests, which support her to meet their individual requirements and support their progress and development.
- Children are happy, settled and display a sense of belonging. They have formed close attachments with the childminder as a result of her caring nature and effective settling in procedures.
- Children's communication and language skills develop well because the childminder continually interacts with them and encourages progress in line with their individual stage of development.

It is not yet good because

- The childminder has a sound understanding of her responsibilities regarding safeguarding children, however, she is not fully confident of the referral process if she has a concern regarding a child in her care.
- The childminder has failed to notify Ofsted of changes to persons living on her premises.
- Currently some hygiene practices do not fully support children's well-being.

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 discussed the childminder's assessment and evaluation systems.
- The childminder observed practice and the interactions between the childminder and children during play activities and care routines.
- The inspector asked the childminder questions to support observations made and documentation seen.
- The inspector observed the different areas used for childminding.
- The inspector checked key documentation including children's records, attendance and accidents.

Inspector

Lara Hickson

Full report

Information about the setting

The childminder registered in 2004. She lives with her husband and two children in a residential area of Swanscombe, near Dartford, Kent. The main areas used for childminding purposes are the playroom, lounge and dining area. There is a secure garden available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children in the early year's age group on roll and two school aged children all who attend on a part-time basis. The family has two cats.

What the setting needs to do to improve further

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

- ensure that Ofsted are informed of all significant events
- become fully familiar with local safeguarding procedures including the procedure to follow in the event of a concern regarding a child.

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

- promote children's good health effectively, for example, by improving hand drying procedures to minimise the spread of infection.

Inspection judgements

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

The childminder demonstrates a good understanding of how children learn through play and consequently children have fun and make good progress in their learning and development. A wide range of resources are readily available to support children's learning across all the areas of learning. The childminder supports younger children well in the three prime areas of their communication development, their personal development and their physical development. She has built up close relationships with children, constantly praising and encouraging their efforts and achievements. For example, when children help to tidy away toys she thanks them for their help. Children are generally well behaved as they learn appropriate social skills and behaviour such as sharing and taking turns. The childminder supports children's communication and language development well. She uses a variety of different strategies to maximise opportunities for children to develop their

early language skills. For example, during play activities she introduces new vocabulary and she models single words and short sentences to support children's emerging language development. The childminder engages older children in conversation through her use of open-ended questioning. This supports them to enhance their expanding vocabulary and develop their listening and understanding skills further. As a result, children's language is developing in line with their age, stage of development and starting points. The childminder has a very positive attitude towards supporting children with English as an additional language and children who speak dual languages.

The childminder supports all other areas of learning as children progress and develop during play activities and her daily routines. For example, she introduces mathematical concepts during play activities, encouraging children to count and identify different colours and shapes. The childminder walks to local amenities, such as schools, parks and pre-schools, extending children's concepts of nature, road safety and their local community. She encourages children to develop independence skills during her daily routines and as a result their preparation for moving onto nursery and school is supported. For example, children are encouraged to put on their coats independently prior to going out. The childminder encourages children to develop an understanding of the world around them through her activities, outings in the local community and through discussions with children on the roles of different community people. She has a range of resources that positively promote the differences in people such as books and small world toys promoting culture, disability and gender. The childminder celebrates festivals throughout the year and introduces children to diversity through the variety of meals she provides. The childminder understands that children learn through exploring their surroundings and she supports them to choose activities that engage and interest them. She joins in with children's imaginative play and her involvement encourages and extends children's play.

The childminder is aware of the need to complete observations on children to support their continuing development and she has systems in place to support this. These enable her to ensure their progress across the seven areas of learning is clearly monitored and any gaps are identified. The childminder uses appropriate development guidance documents to monitor children's progress, gauge where children are in the aspects within each area of learning and identify how she support them in reaching expected level of development. She can clearly demonstrate how she is supporting each individual child. The childminder has been liaising with an early year's advisor and has new documentation that she is planning to introduce to gain more feedback from parents on their children's progress and development. The childminder has arrangements in place to complete the required progress checks for children aged two years.

The childminder has established positive relationships with parents and carers and keeps them well informed about their child's care, learning and development needs. She liaises with them verbally upon arrival and collection to share information regarding care needs, progress and any achievements. This enables them to be fully involved in contributing to their children's learning. At the start of a child's placement with her, the childminder discusses with parents what their child is already capable of, their interests and routines. She uses this information to plan appropriate activities and resources for the child to enjoy. The childminder plans her day effectively to ensure that she meets individual routines and requirements in line with parental preferences. This supports children to

make progress and to enjoy the activities available. Younger children accompany the childminder to and from the school and nursery when dropping off and collecting older children. This supports them to become familiar with the school and/or nursery environments.

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

Children are secure and develop a sense of belonging in the childminders home. They form close relationships with the childminder, who is caring and affectionate in her approach. She provides continual praise and encouragement to the children as they attempt new tasks or achieve a new milestone. For example, when a child says a new word independently or tries a new food she enthusiastically praises their new skill. Children's behaviour is appropriate in the setting because the childminder provides gentle reminders about what is acceptable. For example, when children squabble over a toy she supports them to develop sharing and turn taking skills. The childminder has realistic expectations of children's behaviour and uses appropriate strategies for managing behaviour issues that are in line with children's level of understanding. For example, she understands child development and how to deal with incidents of frustration when younger children are not at the stage where they can always communicate their feelings.

The childminder provides children with opportunities to develop their independent skills. For example, she encourages toddlers to try to put their arms into their coats with her support. Children are encouraged to feed themselves and help themselves to their water beakers throughout the day, which encourages their understanding of when they are thirsty. The childminder offers children a range of healthy, nutritious snacks and meals in line with their individual dietary requirements. The childminder works closely with parents to encourage children to develop healthy eating practices and continually introduces and encourages children to try new textures and foods.

Generally the childminder has good hygiene routines in place to protect children from cross infection and to support them to develop independent hygiene practices. However, children use a communal towel in the bathroom area which does not fully prevent the possibility of infection spreading in the setting. The childminder has completed a paediatric first-aid qualification and is able to provide care to children in the event of an emergency. All accidents are fully recorded and parents are asked to sign accident forms as confirmation that they have been informed. Children take part in regular activities, both in home setting, at the park and at soft play centres to promote their physical development. The childminder also walks the children to local amenities which provide additional opportunities for fresh air and exercise. As a result, children begin to understand the importance of healthy lifestyles.

The childminder supervises children well at all times. For example, when younger children are having their sleep she checks on them regularly, which promotes their ongoing well-being. The childminder gives gentle reminders to children to reinforce safety concepts. For example, when children climb on her settee she provides clear explanations of the consequences of their actions and supports them to sit down on the settee safely. The

childminder carries out a range of risk assessments on the areas of the home setting used for childminding, with daily visual checks to ensure children's ongoing safety. Secure arrival and collection procedures are in place to ensure that children are only released to authorised adults. Clear evacuation procedures are in place highlighting how the childminder will evacuate children safely in the event of an emergency. For example, children regularly complete the emergency evacuation drill to familiarise them with the procedure to follow in an emergency.

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

The childminder has a good understanding of the learning and development requirements and promotes these well. However, she does not have a sufficiently robust understanding of the safeguarding and welfare requirements to ensure that children's well-being is fully promoted. For example, although she is aware of her responsibilities to record and report any concerns regarding child protection and is aware of the signs of abuse and neglect she is not fully confident of the referral process and who to report her concerns to. The childminder has also failed to notify Ofsted of a change in people living on her premises, which is a breach of requirements. However, the impact on children in this instance is minimal and does not pose a safeguarding concern.

The childminder regularly reviews her planning, daily routines and activities to ensure that the individual needs of all children are consistently met. She thoroughly takes into account the views of the children by observing them during play activities to ensure that they are interested, engaged and challenged in the resources and activities available. She encourages them to choose additional activities if she observes that they are not engaging with a particular toy. This supports them to enjoy a full range of different activities and toys to support their learning and development.

The childminder maintains documentation well. For example, the childminder now records children's attendance consistently and thoroughly with their times of arrival and departure clearly noted. She works within the required ratios of the Statutory Framework at all times to ensure that children's needs are fully maintained. For example, although she has seven children on roll and some attend on an ad hoc basis when a place is available she ensures that she remains within ratio at all times. This ensures that children's well-being is promoted. The childminder demonstrates an understanding of the need to work in partnership with other settings to promote consistency of care and learning. She has established links with other settings that children attend to support their learning and development. The childminder is aware of the need to establish partnerships with outside agencies if required, with the agreement of parents, to support any additional needs of a child.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

The requirements for the voluntary part of the Childcare Register are

**(with
actions)
Not Met
(with
actions)**

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

- become fully familiar with local safeguarding procedures including the procedure to follow in the event of a concern regarding a child (compulsory part of the Childcare Register)
- ensure that Ofsted are informed of all changes to people living on or working at the premises (compulsory part of the Childcare Register).
- become fully familiar with local safeguarding procedures including the procedure to follow in the event of a concern regarding a child (voluntary part of the Childcare Register)
- ensure that Ofsted are informed of all changes to people living on or working at the premises (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

Unique reference number	EY286064
Local authority	Kent
Inspection number	892483
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	18/10/2011
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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