

Inspection date	22/10/2014
Previous inspection date	02/07/2009

The quality and standards of the early years provision	This inspection:	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 builds caring relationships with the children. This supports their personal, social and emotional development.
- Children's communication skills are developing because the childminder constantly talks to them and values what they have to say.
- Parents are given daily information about their children's care and learning to provide a continuity of care.

It is not yet good because

- The childminder does not carry out sufficient observations and assessments to enable her to consistently identify children's progress and plan their next steps.
- The childminder does not consistently support children to learn about leading healthy lifestyles and looking after themselves as develop their independence skills.
- The childminder does not fully support children to explore mark making in their daily play activities.

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 held discussions with the childminder throughout the inspection.
- The inspector looked at all available documentation as part of the inspection process including children's learning journeys.
- The inspector observed the children participating in activities and interacting with the childminder.
- The inspector discussed with the childminder various aspects of children's care, and the childminder's understanding of how children learn and develop.
- The inspector read parents comments and feedback from questionnaires to ascertain their views on the services they receive from the childminder.

Inspector

Sara Garrity

Full report

Information about the setting

The childminder registered in December 2008. She lives with her family in Peene, near Folkestone, Kent. The ground floor and one first floor bedroom of the property are used for childminding. There is a fully enclosed garden. They have a pet cat and some chickens. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for five children in the early years age range. The childminder looks after children on Tuesdays, Wednesdays and Thursdays from 7.30am to 6pm all year. The Childminder drives to schools to drop off and collect children. She attends local childminding and toddler groups. The childminder receives support from the local authority.

What the setting needs to do to improve further

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

- make systematic observations of children's learning, assessing their progress across all areas of learning in relation to their ages and stages of development and use this information to plan what each child needs to do next.
- provide children with the right teaching and support to begin to learn about a healthy lifestyles, including a healthy diet, how to manage their own safety and personal hygiene routines as they develop skills needed for their future

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

- provide more opportunities for children to explore mark making and patterns, in their play.

Inspection judgements

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

The childminder is beginning to record children's achievements using photographs and observations. However, these are not yet sufficient to adequately track and monitor children's progress. This means that the next steps in children's learning are not identified and supported. The childminder is aware of each child's interest and sets out toys for the children, which are age appropriate. The childminder ensures that the time children spend in her home is enjoyable and exciting. She works closely with parents to collect information about the children's interests and abilities when they first start with her. The childminder uses this information to help children settle and offers a variety toys and

equipment to interest and engage them. The children enjoyed playing shops. They listened to instructions and took orders using pens and note book, before paying for the items. This enables children to begin to learn about writing for a purpose and that information is contained in the writing. However, other opportunities for exploring patterns and mark making during play are limited, as mark making resources are not readily available. The childminder interacts well with the children and asks appropriate questions to encourage them to predict what will happen, as well as praising them to try new experiences and have a go. For example, the childminder supported the children with developing their problem solving skills as they thought about how to put the train track together and get all the animals on board. The childminder encourages the children's critical thinking further by comparing sizes and ordering different size hoops. Consequently, children have appropriate opportunities to improve their mathematical knowledge. Children move around the childminder's home confidently and engage in conversations with her. The childminder understands the importance of communication and language in the children's learning and joins in playing musical instruments and singing nursery rhymes. The childminder completes the progress check for children age two based on her knowledge of the children and shares these with the parents. She also understands the importance of supporting those children going through to school and completes documentation to ensure a smooth move on to the next stage in their lives. The childminder shares information verbally with parents on a daily basis as well as more formally in contact books and learning journeys. She works closely with parents to support children's learning and care needs to ensure established routines are in place.

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

The childminder's settling-in procedure helps children to form close emotional attachments with her. She gathers information from parents prior to the children starting to ensure she is aware of their preferences and care routines. The children appear happy and content in the childminder's care. They demonstrate they feel safe in the environment as they explore, knowing that the childminder is close by for a cuddle and reassurance. The children benefit from attending toddler groups as well as meeting with friends and other childminder's for trips to parks and local places of interest. The children enjoy talking to the childminder about collecting the shells at the beach, and feeding the animals at the park. The childminder makes effective use of these experiences to support the children to learn about their local community as well as to support their communication and language development. The children have many opportunities to go out to explore in the fresh air, they particularly enjoy feeding the chickens and collecting the eggs in the chicken coup. Children are beginning to develop an understanding of self-care skills as they wash hands and use their individual towels to dry them before lunch. However, the childminder does not always remind them to wash hands before having a snack. The older children are able to access the toilet independently using the step to help them reach the toilet and sink. At snack time, they choose where they would like to eat their fruit. The childminder places the fruit in a bowl and carries it in for the children. Consequently the children miss opportunities to develop their independence by doing things for themselves. They have water available throughout the session and the childminder reminds them to have a drink and offers babies a bottle to ensure they do not get thirsty. At lunchtime, the children sit

down in the kitchen to enjoy either a meal prepared from home or a freshly prepared sandwich with their choice of filling. The childminder makes use of meal times to chatter with the children about their favourite foods. However, opportunities to extend the children's understanding of a healthy diet are not sufficiently utilised. The childminder is aware of any allergies and takes the necessary precautions to keep children safe. They enjoy nutritious healthy dinners that are freshly prepared using local produce. Therefore, the children are having a healthy diet, although not always being made aware of the reasons why and the benefits of having a healthy lifestyle. The children's behaviour is good, as they are learning to be kind to their friends by sharing their toys as well as taking turns with resources. The childminder has clear rules and boundaries. However, she is not always consistent in reminding children how to keep themselves safe and manage risks in the environment. For example, she asked the children to help put resources away so that they had space to ride the trike around. But did not remind them not to run on the slippery floor as they might fall. Therefore, the childminder does not always support the children to become self-reliant and ready for the next stage in their lives.

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

The childminder has undertaken safeguarding training and has a good knowledge of the safeguarding and welfare requirements. The childminder carries out comprehensive risks assessments to identify and minimise all possible hazards to children. She ensures that the children are constantly supervised and checks stair gates are closed to minimise the risk of accidents. However, she does not always remind the children why it is not safe to run on the slippery floor or the importance of washing hands prior to eating food. Therefore, children do not receive consistent information to support them with learning skills needed for their future. The childminder holds a valid first aid certificate and is therefore, able to treat any minor injuries children might sustain. The childminder is aware of the importance of providing the children with healthy nutritious foods. However, she is not as adept as teaching the children about the benefits of a healthy diet.

The childminder is aware of the strengths in her practice as well as the areas for improvement. She completes some documentation to begin to track the children's progress. However, the assessments the childminder completes on the children are not sufficient to monitor their progress across all areas of learning. Therefore, the childminder does not plan all experiences to help children make consistent progress in their learning and development. The childminder is committed to building positive relationships with parents. She speaks to them on a daily basis about how their children have been during the day and the different activities and outings they have enjoyed. The childminder also uses a contact book for each child to record information about care routines and a brief explanation of activities undertaken. The childminder demonstrates an understanding of the need to work in partnership with other professionals to support the children. She has links with the local children's centres and attends childminding support groups as part of her commitment to improving her 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	EY385490
Local authority	Kent
Inspection number	844569
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	02/07/2009
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

