

Inspection date	03/11/2014
Previous inspection date	22/11/2011

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 provides toys and activities that children can easily choose for themselves, to promote their independent play and exploration.
- The childminder provides a caring and nurturing environment, where all children form appropriate bonds and secure emotional attachments.
- The childminder has a positive relationship with parents and teachers. This enables the daily exchange of information to support the continuity of care routines.

It is not yet good because

- The childminder does not have an emergency evacuation procedure to ensure the safety of children and adult.
- The childminder does not store children's confidential records securely.
- The childminder's system for self-evaluation is not fully embedded and lacks the views of parents and children to help identify strengths and weaknesses in her provision.

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 children in their play and their interactions with the childminder.
- The inspector reviewed a selection of policies and procedures including safeguarding.
- The inspector viewed all areas used by children, including the outdoor environment.
- The inspector took into account the views of parents and children spoken to on the day.

Inspector

Maxine Ansell

Full report

Information about the setting

The childminder registered in 1993. She lives with her husband in Westgate, Kent. The childminder uses the ground floor of her house, downstairs toilet and a fully enclosed play area for childminding. The family has a dog and two cats. She is currently specialising in care of children before and after school and during the school holidays. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are two children attending in the early years age range and nine in the older age range currently attending on a part-time basis. The childminder walks to local schools to take and collect children.

What the setting needs to do to improve further

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

- develop an emergency evacuation procedure to ensure the safety of children and adults in the case of a fire or any other emergency
- ensure confidential records about the children are held securely and are only accessible and available to those who have a right or professional need to see them.

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

- develop systems to monitor the strengths and weaknesses of the setting, taking into account the views of the parents and children.

Inspection judgements

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

The childminder currently specialises in the care of children who attend school. They are in her care before and after their school day. The children enjoy coming to the childminder and the care she gives complements the more structured school day. The environment is very child-centred and welcoming. There is a wide range of age appropriate resources both indoors and in the garden for the children to use. The childminder plans the layout of the environment to ensure the resources are clearly labelled and accessible by the children. As a result, they develop their independence and decision making skills by freely choosing their own activities. Children happily play together in small groups, talking about their games or activities and exchanging ideas. This increases the children's confidence and the younger children's skills at two-way conversations.

The children are active and motivated learners who practise the skills they are learning at school. The childminder enables them to engage freely in many independently selected activities that the children spend long periods of time concentrating on. For example, a group of children used their imagination while decorating paper plates with craft materials. As a result, the children develop their small muscle groups, practice sharing and turn taking. The older children have the opportunity to guide and suggesting ideas to the younger children. Therefore, with the support of the childminder and older children, the younger children learn how to play co-operatively with their peers, develop their own ideas and build friendships.

The childminder focusses on the organising of routines and her planning for the individual children centres on their expressed interests rather than learning opportunities. She is aware of their favourite activities, their personalities and observes how the children respond to their play.

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

The childminder effectively supports the children's personal, social and emotional development. This enables the children to form good relationships with their peers, older children and the childminder. As a result, children demonstrate a feeling of security and confidence as they move around the premises approaching the childminder or older children if they need support or additional resources. The childminder has high expectation of the children's behaviour and they play in a calm and welcoming environment. As a result, children behave consistently well. The childminder role models expected behaviour praising the children's efforts and good behaviour. On the occasions when the children become over-excited, she consistent uses the same behaviour management strategies to resolve the problem.

The childminder has written permission from the parents for the children to use the garden area. The children play outside daily to the outdoor area and the childminder develops the children's physical development very well. They benefit from the fresh air, have opportunities to negotiate a wide range of various sizes physical play equipment. The children use their large muscles while climbing and balancing on the different size climbing frames and swings in the well-resourced outdoor area. The childminder is aware of the children's safety in the garden area and she gives the children the skills to manage risk. Children are aware of the rules they need to follow when using the equipment. This helps them to learn to manage their own safety.

The childminder teaches the children about their own safety by encouraging them to be aware of their surroundings. She encourages the children to tidying away toys and resources before getting others out, to minimise trip hazard when moving around the room. All children tidy away their toys with very little encouragement. This encourages the children to respect and take care of the toys. The childminder uses various opportunities to teach children about road safety. For example, on the way to and from the schools, the children walk in pairs with the youngest child on the inside away from the road and the

children practice road safety when crossing the roads. Consequently, children are learning to be aware of their own and others safety. However, the childminder does not have an emergency evacuation procedure in place. This means that children do not know what to do in the event of an emergency. Therefore, although the children are aware of practising fire drills at school, they are not aware of the procedure should the smoke alarm ring in the childminder's house.

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

The childminder demonstrates a basic understanding of the safeguarding and welfare requirements. However, she has not met all of the legal requirements. For example, the childminder does not have an emergency evacuation procedure in place. This means that she is not taking reasonable steps to ensure children's safety. This is a breach of the legal requirements of the Early Years Register and associated Childcare Register. The childminder records relevant information from parents about their children. However, these are not stored securely to maintain confidentiality. This is a further breach of the legal requirements of the Early Years Register. She has an adequate understanding of her roles and responsibilities to help safeguard children's welfare. The childminder is aware of the signs and symptoms she needs to be alert to and what to do in the event she has any concerns. She has a written safeguarding policy that she shares with parents and knows the procedure she would follow in the event of an allegation made against her or any household members and the safe use of mobile phones and cameras. The childminder has strategies in place to keep the children safe on her premises. For example, she carries out visual daily risk assessments of the environment. This helps her to identify and minimise any possible hazards to children.

The childminder has a good partnership with parents. They felt she provided excellent care and were pleased with the exchange of care information the childminder passed on from the schools. On a daily basis parents and childminder exchange information about the children's daily or weekend activities and any problems or new interests the children may be developing. The childminder provides the parents with both verbal and some written information about how she runs her practice, for example, permission forms for sun cream and the outdoor equipment. The childminder has taken some steps toward evaluating and monitoring her service. She reflects on how to improve her resources and equipment to increase the children's enjoyment. However, this is not fully embedded and does not involve the views of the children or parents in the process. As a result, the childminder is not fully aware of the strengths and areas for development within her practice.

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:

- take all necessary measures to minimise any risks to the health or safety of the children (compulsory part of the Childcare Register).
- take all necessary measures to minimise any risks to the health or safety of the children (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	126466
Local authority	Kent
Inspection number	955649
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	22/11/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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