

**Inspection date**

17 March 2015

Previous inspection date

10 January 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The childminder does not have secure knowledge of how to plan challenging activities to support younger children's learning and development across all areas of learning. This does not fully support children to make good progress in their learning.
- The childminder does not ensure that she always follows good food safety practices, which does not fully support children's health and well-being.
- The childminder does not exchange information about children's development with other early years settings that children attend. This does not securely support consistency in children's learning.
- The childminder is not fully secure in her knowledge of how to enhance children's understanding of diversity. This does not fully support their awareness of differences and the wider world.

### It has the following strengths

- The childminder has secure and stable relationships with children. Children are excited and keen to attend the setting. They enthusiastically share experiences from their home life and school day with the childminder, who listens and supports them with questions.
- Children enjoy the welcoming and spacious indoor environment the childminder has to offer. Children understand which spaces they are able to use, and move freely and comfortably within them.
- Children form strong relationships with each other and play well together. Children enjoy the opportunity to compare stories about daily lessons and play.

## **What the setting needs to do to improve further**

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

- ensure that suitable hygiene arrangements are in place for food preparation and to promote children's understanding of good hygiene practices
- improve knowledge of how to plan a wide range of interesting and challenging activities that support children's development across all areas of learning
- ensure that information regarding children's learning and development is shared with other early years settings that children attend.

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

- develop a secure understanding of how to enhance children's awareness of diversity.

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

- ensure that any food and drink provided is hygienically prepared (compulsory part of the Childcare Register).

## **Inspection activities**

- The inspector spoke to children during the inspection and considered their views.
- The inspector held a meeting with the childminder.
- The inspector sampled paperwork including the safeguarding policy.
- The inspector spoke to parents.
- The inspector observed children's play.

### **Inspector**

Sarah Taylor-Smith

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

The childminder has some planning systems in place to monitor and track children's learning, and works with parents to understand children's development when they start. The childminder does not always provide activities that cover all areas of learning. This means that individual children do not always have the opportunity to access a wide range of stimulating and engaging activities to help them make good progress. For example, the childminder relies on taking children out to social group activities. The childminder has some resources to support children's understanding of diversity. However, she is not fully secure in her understanding of how to promote this further, to enhance children's awareness of cultures and the wider world. The childminder helps to prepare children socially and emotionally for the next stage in their learning.

### **The contribution of the early years provision to the well-being of children requires improvement**

Children are happy and content in the care of the childminder. They are able to select their own resources and choose activities. For example, children make a range of different structures from unusual construction shapes. The childminder mainly provides a healthy range of food. However, children are not involved in its preparation, which does not support their independence skills. The childminder does not always role model good hygiene practices for children. For example, food that dropped on the floor was picked up and directly served for snack. Children are not always encouraged to wash their hands with fresh running water before eating snacks. Children show this is not a regular part of their routine, which does not fully support good hygiene routines.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The childminder has a sound knowledge of how to safeguard children and keep them safe. Children talk about how to cross roads safely when with the childminder. Children practise these skills as they make regular trips to the local park. The childminder seeks the views of parents informally and she develops some areas of practice from this, for example, providing hot meals for children later in the day as well as a snack. The childminder accesses childcare journals and online forums to keep up to date, but this is not always effective in developing some areas of her practice. The childminder builds relationships with parents and teachers to support children's care and welfare needs. However, the childminder does not always share information about children's learning in order to support consistency. The childminder offers flexibility for parents, for example, by dropping children home to support parents working and family commitments. Parents are happy that their children enjoy their time with the childminder.

## Setting details

<b>Unique reference number</b>	EY432757
<b>Local authority</b>	Kent
<b>Inspection number</b>	823826
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10 January 2012
<b>Telephone number</b>	

The childminder registered in 2011 and lives in Ashford, Kent. Currently, the childminder looks after children before and after school.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

