

Inspection date	16/07/2014
Previous inspection date	04/05/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 settled and have formed close attachments with the childminder because of her warm, caring nature and effective settling-in procedures.
- Children's language development is encouraged because the childminder uses many opportunities to support their speech.
- Children show a sense of belonging as they independently choose whether to play in the indoor or garden area and demonstrate an awareness of the daily routines.
- The childminder encourages children's personal, social and emotional development. Her friendly, encouraging approach enhances their confidence and self-esteem.

It is not yet good because

- The childminder is not fully aware of the requirement to notify Ofsted about significant incidents or changes to people living in the household.
- Currently observation and assessment systems do not consistently monitor children's progress and development and activities do not reflect all areas of learning, provide appropriate challenge and allow children to make decisions about what they want to play with.
- The television is on for much of the day and on occasions distracts children from their learning.
- Children's independence is not fully promoted during routines.

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's interaction with the children.
- The inspector observed the different areas used for childminding.
- The inspector sampled documentation, such as policies and procedures, and attendance, medication and accident records.
- The inspector spoke to the childminder about the progress of children and how she uses her observations to develop next steps for individual development.
- The inspector spoke to the childminder during the course of the inspection to ascertain her understanding of the welfare and learning requirements.

Inspector

Lara Hickson

Full report

Information about the setting

The childminder was registered in 2001. She lives with her three children aged 20, 15 and 11 in Dartford, Kent. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is currently caring for six children, two of whom are in the early years age group and four older children.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children and attends the local toddler group and children's centre. The childminder holds a National Vocational Qualification at level 3.

What the setting needs to do to improve further

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

- extend knowledge and understanding of the requirements of the Early Years Foundation Stage in respect of informing Ofsted of all significant changes or events relating to the premises on which childcare is provided
- make systematic observations of children's learning and assess their progress across all seven 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
- improve knowledge of the learning and development requirements in order to provide a rich learning environment for children, where they experience quality teaching and interesting activities that meet their individual needs, offer appropriate challenge, cover all areas of learning and are easily accessible allowing children to choose and make decisions

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

- further extend children's independence by enabling them to become more involved in the preparation and serving of snacks and meals and develop independent hygiene practices
- further promote children's concentration and engagement in activities by reducing the use of the television to limit distractions to 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 demonstrates an adequate understanding of how children learn and develop and as a result, they are making satisfactory progress. The childminder provides resources and activities to promote learning in her setting and on outings in the local community. She completes some initial observations when children are settling into her setting so that she can identify their starting points. Children are happy and settled in the childminder's home and are making some progress in their learning. However, the observation and assessment systems are not effective in monitoring individual children's developmental progress. For example, although the childminder keeps some photographs and a few written observations of children she is not able to demonstrate through discussion a true reflection of children's current stage of learning. This results in activities and learning experiences that do not provide consistent challenge or interest for some children. The required progress checks at age two have been completed with brief information about what children are able to do but no information on how they will supported to progress further.

There is an adequate range of age and stage appropriate resources and activities. The childminder puts a selection of these out on a daily basis for children to choose from. However, many resources are stored in a cupboard in the lounge or in the garden shed and those out do not fully promote all areas of learning or offer appropriate challenge to older and more able children. For example, children play with some coloured plastic bricks, some home corner equipment and a few interactive resources. However, when the childminder gets some dressing up clothes out the children are immediately engaged and interested, dressing up in different costumes. The current organisation of resources prevents children from being able to select independently from the full range of resources available, which restricts their decision-making skills and prevents them from actively choosing what they want to play with. In the garden area, there are few activities available for children to enjoy and these do not promote children's progress across all areas of learning. For example, although children have use of hula-hoops and a see saw, there are no activities or toys to encourage their mathematical, literacy or creative skills.

The television was on throughout the entire inspection. On a number of occasions during the inspection, it was seen to be a distraction to children and has a detrimental effect on their learning. For example, it reduces some children's concentration and engagement in activities, and their exploratory play and learning. This is because they sit for long periods watching programmes on the television rather than interacting with the childminder or their friends. Nonetheless, children's language development is encouraged because the childminder uses opportunities to support their speech through looking at books, singing rhymes and repeating children's new words correctly. She promotes communication at a level appropriate to each child's level of understanding. For example, she repeats words correctly to children if they say them incorrectly, but does so in a way that does not impact on their confidence and self esteem. For example, when children say the colour 'Yellow' as 'Lellow' the childminder repeats this clearly and correctly, saying 'Yes it's yellow' without making children feel as if they have made a mistake. The childminder sings simple

nursery rhymes with children to encourage their language development. For example, one rhyme involves the childminder singing about parts of the body and the childminder turns this into a game by asking children where their eyes, fingers, hair and nose are. The childminder supports younger children to extend their vocabulary by introducing more difficult parts of the body, such as neck and knee.

The childminder supports children's personal, social and emotional development. Her friendly, encouraging approach enhances their confidence and self-esteem. When children are trying to develop a new skill the childminder encourages and praises their attempts. For example, when children attempt to use a hula-hoop the childminder praises their initial attempts and becomes engaged in the game with them. Children play imaginatively with small world toys, such as kitchen utensils and home corner toys. They demonstrate their awareness of technology, while practising their emerging speaking skills, as they play with pretend items, such as a toy telephone.

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

The childminder's settling-in procedures help children to form close emotional attachments with her. For example, she visits them in their homes prior to them starting at her setting. The childminder works closely with parents to support children's move into her child minding environment by organising settling-in visits before their placement begins. The childminder uses these sessions to discuss children's individual needs and stages of development with parents. This allows her to meet dietary needs and individual interests. Children appear secure and settled, happily exploring the environment and resources available when not distracted by the television. They seek support from her when they want help such as when a toy becomes stuck in a container. The childminder is affectionate and caring in her approach which encourages children to establish close relationships with her. Children show a sense of belonging as they independently choose whether to play in the indoor or garden area and demonstrate an awareness of the daily routines. For example, when the childminder discusses washing children's hands before their snack time they immediately go over to the downstairs bathroom and start to wash their hands with support from the childminder. The childminder's friendly, encouraging approach supports children's personal, social and emotional development. She enhances their confidence and self-esteem by praising their efforts and achievements during play and the daily routines.

The childminder carries out risk assessments to ensure children's ongoing safety. She assesses the indoor and outdoor environments on a daily basis for potential risks and minimises these prior to children's arrival to ensure their ongoing safety. For example, following a recent incident the childminder has reassessed the security of her setting and has now put a higher lock on her front door to prevent children from leaving her setting unsupervised. There is also a safety gate on the entrance of the hallway and lounge area which prevents children accessing the front door or the stairs. Accidents are recorded thoroughly on accident forms and parents are informed of these and asked to sign these as confirmation that they have been informed. The childminder has a current paediatric first aid qualification to help her provide appropriate first aid in the event of an accident.

The childminder promotes children's good health and hygiene. She has appropriate nappy changing practices in place to prevent the spread of infection and helps children to develop some independent hygiene routines. For example, children are encouraged to wash their hands before meals and snacks and the childminder talks about the importance of having clean hands with 'No germs'. However, children are not encouraged to help to prepare their snacks or deal with hygiene practices such as using tissues independently. The childminder promotes healthy lifestyles through daily opportunities for outdoor play and physical exercise in her garden. She also takes children on visits to local amenities including play parks with a variety of different play apparatus.

The childminder has a behaviour policy which she implements consistently with the children. She has clear boundaries to support children to play together appropriately and to keep safe. The childminder supports children to understand the importance of being kind and sharing with others and to care for the toys and resources. For example, when children throw toys or snatch from each other she is on hand to provide consistent explanations of why this behaviour is inappropriate. Reminders are given to children to reinforce safety concepts and to promote their ongoing well-being. As a result, children generally behave well, which helps to support their safety and shows they are gaining social skills.

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

The inspection took place following a visit from Ofsted where concerns were raised about the childminder's safeguarding practices. An unannounced visit took place where Ofsted investigated these concerns and also looked at ratios, safety and suitability of premises, environment and equipment, risk assessment and changes that must be notified to Ofsted.

Following the visit from Ofsted the childminder's registration was suspended. The childminder did not inform Ofsted of an incident where children were able to leave her setting unsupervised and has not informed Ofsted of changes to people living in her household. These are both breaches of legal requirements. During discussions it is evident that the childminder does not have a clear understanding of what significant events she is required to inform Ofsted of. Following a further visit from Ofsted to check compliance the childminder has now resumed childminding.

The childminder demonstrates an appropriate understanding of her responsibilities with regards to recording and reporting any concerns relating to child protection. She has a basic written safeguarding policy in place, which she shares with parents. This ensures that parents are fully aware of the childminders' role and responsibility with regard to safeguarding. Her procedures include arrival and collection processes and the use of cameras and mobile phones in her setting.

The childminder helps children to make suitable progress in their learning overall. However, she does not fully monitor and assess children's progress to make sure they are

developing as expected. This means activities are not always challenging to help children move on in their learning and make the best possible progress.

The childminder has completed a self-evaluation of her setting previously and, although this has not been updated since her last inspection, she discusses changes she has made following reflection on her practice and knowledge. For example, following the recent investigation and from recommendations made at her last inspection the childminder has improved security within her setting and has updated her complaints procedures to include the contact number and address for Ofsted. This shows her capacity for improvement. The childminder implements a range of written policies and procedures to promote and safeguard children's well-being and these have been reviewed and updated since her last inspection. All documentation, including public liability insurance, attendance, accident and medication records are maintained comprehensively. The childminder completes child record forms and contracts with parents at the start of their child's placement. This ensures that she has all the appropriate details to meet their individual needs and contact and emergency contact details to use in emergencies.

The childminder has built positive partnerships 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 demonstrates an understanding of the need to work in partnership with other settings. She is an effective link for working parents between home and school.

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:

- ensure that Ofsted is notified of changes of circumstance as soon as they can (no later than 14 days after the change occurs) (compulsory part of the Childcare Register)
- ensure that Ofsted is notified of changes of circumstance as soon as they can (no later than 14 days after the change occurs) (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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY232125
Local authority	Kent
Inspection number	981889
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	04/05/2010
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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