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|--------------------------|------------|
| <b>Inspection date</b>   | 07/11/2012 |
| Previous inspection date | 13/02/2012 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|                                                                                        | Previous inspection:    | 4 |
| 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 is satisfactory**

- All children are developing special bonds with the childminder and feel settled and happy in her company.
- Safeguarding requirements are understood and clear policies that meet statutory requirements have been reviewed and implemented.
- Suitable priority is given to ensuring that the children are safe and they know and comply with safety and care routines.

#### **It is not yet good because**

- Planning, observation and assessment is not consistently rigorous; there is limited evidence to show children's progression, and planning sometimes lacks challenge.
- Although the childminder works well with parents, she is less successful at giving accurate and precise information to help parents become more involved in their child's learning in the setting.
- Monitoring and evaluation of the provision is somewhat reliant on visits from the local authority and focuses on previous actions and recommendations rather than identified priorities from self-evaluation.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 activities in the childminder's home.
- The inspector made a tour of the premises, including the outdoor area.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector took account of the views of parents and carers from their written references.

## Inspector

Moira Oliver

## Full Report

### Information about the setting

The childminder was registered in 2001 and lives with her child aged 15 years in Clacton-on-Sea, Essex. The whole of the property is used for childminding and there is a fully enclosed garden for outside play. The childminder takes and collects children from local schools and pre-schools.

There are currently six children attending, two of whom are within the early years age

range, both of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She works closely with 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:**

- develop the systems for monitoring children's progress to clearly show progression, identify gaps in their learning, inform planning and provide challenging and engaging experiences for all children.

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

- improve monitoring and self-evaluation to ensure strengths and weaknesses are effectively identified; for example, by implementing a challenging, yet achievable, improvement plan that supports children's achievements over time
- improve partnerships with parents to ensure that they receive accurate and precise information about their child's interests and achievements in the setting to enable them to be fully involved in planning for their child's next steps in their learning and development.

### **Inspection judgements**

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

The childminder knows the children well and plans the programme of activities, experiences and opportunities to support them to make progress in their learning and development. She plans for them according to their interests and abilities, offering a range of toys and equipment for them to choose from. She observes the children's play and sometimes takes photographs to display in their individual scrapbooks. These are used to keep children's drawings and paintings in and there are a few observations to accompany the photographs. However, the observations are not linked to areas of learning and are not consistently assessed and used to inform future planning.

Children use numbers and some can recognise numbers up to 10 as they complete the number puzzle. They take opportunities to count whenever possible, for example, when going up the stairs, and are now extending their learning to numbers over 10. Children's drawings are detailed and some show advanced ability. However, opportunities to extend

and consolidate this learning are not always engaging or provide sufficient challenge.

Children are secure in communicating their needs and preferences. They talk to the childminder and tell her what they would like to play with and when they want to go to the toilet. They involve her in their play and enjoy sharing books together. Babies join in with books, pushing buttons to make the sounds and smiling as the childminder points out and names familiar pictures. They reach out to grab toys hung on a rail as they support themselves in a sitting position. Children use their imaginations as they push small cars around the room, making sounds and voices for them. They enjoy playing with an electronic game and proudly show the childminder when they have finished.

Satisfactory relationships are built with the parents and they share information about the children daily. Often parents will talk over a cup of tea when they collect their children. Diaries are used for the babies under two years old to inform parents of their child's day. For example, what they have eaten, when they slept and places they have visited. However, much of the recording is focused on care practices and not linked to children's learning. Consequently, parents have limited opportunities to become involved in planning their child's next steps in their learning within the setting by sharing learning and development experiences from home.

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

Strong attachments have developed between the children and the childminder and they are happy and confident in her care. They involve her in their play and enjoy cuddles and sharing books. The childminder follows the children's home routines of sleeping, playing and eating, and discusses their changing needs with parents as the children get older and the routines evolve. Babies are able to settle quickly in the safe, secure and caring environment. They build close relationships with the other children and smile and kick their legs when older children pay them attention. The childminder has not yet been involved in a child's transition into nursery but is aware to share information with the nursery and build links to ensure consistency.

The childminder gives suitable priority to the children's safety, ensuring that hazards are minimised. Gates are used to prevent children from accessing some areas unsupervised, such as the stairs and kitchen. Cushions are set up around babies who are learning how to sit unaided to ensure they do not get hurt if they fall back or to the side. Children behave well and know what is expected of them, for example, they sit down to eat to avoid choking and are kind and gentle when playing with the baby.

Children have opportunities for fresh air and exercise as they visit the park and local play areas. Some children can manage the pedals on the tricycle in the garden and enjoy climbing up to the slide. They are gaining an understanding of healthy eating as they are offered fresh fruit for snack and vegetables with their meals. They are becoming competent in attending to their personal needs as they access the toilet and wash their hands.

### **The effectiveness of the leadership and management of the early years**

## provision

The childminder understands her role and responsibility in keeping children safe from abuse and neglect. She has completed recent training which has given her the confidence to follow appropriate procedures when necessary. She has a policy in place to support her practice and has recently reviewed it to ensure it meets with requirements.

The childminder has worked closely with the local authority to support her and address the majority of actions and recommendations from her previous inspection. The impact of this has been positive. She is becoming more aware of the requirements of the Early Years Foundation Stage and is starting to use guidance to help her with observation, assessment and planning. Risk assessments are in place to ensure that her premises are safe and secure. Fire drills have been carried out and children are becoming familiar with the evacuation procedure. She provides fruit and vegetables daily to encourage children to make healthy choices and reminds children about hand washing.

Self-evaluation is not yet effective. The childminder is aware of her strengths, for example, she works closely with parents to follow children's routines, enables children to feel safe, secure and loved, and supervises them closely at all times. However, she relies too heavily upon inspection and visits from the local authority to identify the majority of her weaknesses and to draw up action plans to prioritise areas for future development, rather than doing it independently. Therefore, personal confidence and opportunities for children to benefit from activities and opportunities ahead of them are reduced.

## 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 | Satisfactory | Satisfactory provision is performing less well than expectations                                                                                                                           |

in one or more of the key areas. It requires improvement in order to be good.

|                    |                                                                                                                                                                                                                                                                                                                                                              |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 4 Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

|                                    |             |
|------------------------------------|-------------|
| <b>Unique reference number</b>     | 590132      |
| <b>Local authority</b>             | Essex       |
| <b>Inspection number</b>           | 781678      |
| <b>Type of provision</b>           | Childminder |
| <b>Registration category</b>       | Childminder |
| <b>Age range of children</b>       | 0 - 17      |
| <b>Total number of places</b>      | 6           |
| <b>Number of children on roll</b>  | 6           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 13/02/2012  |
| <b>Telephone number</b>            |             |

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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 that are usually their 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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