

Inspection date	16/06/2014
Previous inspection date	02/09/2009

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

- Children make satisfactory progress in their learning. The childminder has a suitable understanding of individual children's stage of development and provides activities to support their learning.
- The childminder has a sound awareness of the Early Years Foundation Stage. As a result, all of the records are up-to-date and the environment is safe. The childminder regularly attends safeguarding training and has a sufficient awareness of how to keep children safe from harm.
- The childminder communicates regularly with parents. Information is shared which contributes to children's ongoing development.

It is not yet good because

- The childminder does not consistently promote a good level of challenge which has a negative impact on the amount of progress that children make.
- The childminder does not develop children's home language. As a result, children's well-being is not fully supported.
- The childminder does not consistently promote healthy practices. The children are not always encouraged to wash their hands before they eat.

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 activities in the childminder's home.
- The inspector conducted a joint observation with the childminder.
- The inspector held discussions with the childminder and her assistant.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and the assistant, and the childminder's self-evaluation form.
- The inspector took account of the views of parents and carers from information included in the childminder's parent survey.

Inspector

Suzanne Smith

Full report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with another registered childminder and an assistant. The childminder lives with her partner and two children aged four and three years in a house in Leigh-on-Sea, Essex. The whole of the ground floor and the rear garden are used for childminding. The family has one pet dog. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 13 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 7pm Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder supports a number of children with English as an additional language.

What the setting needs to do to improve further

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

- develop the level of challenge provided for the children by creating open-ended resources and interesting activities on a regular basis to support children's imagination and all-round development, both indoors and outside
- create opportunities for children to use the language they speak at home while they are with the childminder in order to support their well-being.

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

- establish more consistent routines to promote children's awareness of good hygiene practices. For example, by encouraging children to wash their hands before they eat and by explaining the importance of good hygiene practices.

Inspection judgements

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

The childminder has a satisfactory understanding of individual children's stage of development. She compiles observations on children's learning and assesses these against developmental milestones. This provides the childminder with an accurate picture of how to support children's progress. For example, the planning is adapted with different activities to support children's next stage of development. Therefore, children are supported to make suitable progress in their learning. However, the activities that are

provided lack challenge and do not consistently support children's imaginative play and all-round development. For example, young children use a play kitchen until they become restless. There are no natural resources to support children's imaginative play in order to extend their learning. Generally, the children enjoy their time at the childminder's home and are occupied. They learn how to share and take turns when they play with a marble run. The children develop their concentration as they play with jigsaw puzzles. Consequently, children are acquiring some of the skills and attitudes to be ready for school and the next stage of their learning.

The childminder and her assistant are suitably qualified to support children's learning. As a result, the quality of teaching is satisfactory and children's learning is supported. For example, they listen to what children say and respond appropriately. Children use a stethoscope and the childminder and assistant show them how to listen for a heartbeat. This supports children's understanding of how their bodies work. The childminder and her assistant support children to be thinkers. During the football World Cup they develop children's understanding of different countries. The children colour in flags and use a map to locate other parts of the world. Consequently, children are making connections and developing an understanding of the world they live in. The childminder and assistant show an appropriate understanding of how children learn. For example, they explain that children are developing their small muscles as they pick up marbles. Therefore, children's learning is promoted. Children that speak English as an additional language are making suitable progress. However, the childminder has not collected words in their home language to use during their play. This means that some children take longer to engage in their play and develop their learning.

The childminder has made appropriate links with parents. When children first begin parents are encouraged to share information on their children's learning. As a result, the childminder has a sound understanding of individual children's development as soon as they start. The childminder shares children's ongoing learning with the parents. For example, a record of children's progress and development is shared regularly. Parents are encouraged to share their views of the children's development at home by writing in the children's records. The childminder keeps parents continually updated as she sends information on the children's learning by text message. She also shares a daily contact book with them. The progress check for children between the ages of two and three years is also completed and shared. Consequently, parents are engaged in their children's learning which promotes suitable learning outcomes for children.

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

Children show a satisfactory level of self-confidence and motivation. For example, the children become excited when the shopping arrives from the local supermarket. The children are encouraged to help bring in the groceries. They show real delight in the task and carry the food competently into the kitchen. The childminder and her assistant praise the children for their help. As a result, children's confidence and well-being is supported. The childminder prepares the children so they are emotionally ready for school. For example, they accompany the childminder on the school run every day and they discuss going to school. Consequently, children are learning about going to school which supports

their emotional readiness for the next stage of their learning. The children interact together well because the childminder and her assistant are deployed well. For example, they support children to play and share the toys. When children have difficulty with sharing, the childminder and assistant kindly explain why it is important to share. As a result, children treat each other with respect and their behaviour is good. Children are learning about the diverse world they live in. The childminder plans activities to support their understanding of similarities and differences. For example, they explore Ramadan by researching this festival on the internet. Therefore, children are gaining an understanding and respect of other cultures.

Children are settled into the childminder's home gradually and according to their individual needs. For example, children attend with their parents which supports them to be ready for their new surroundings. At the introductory session the childminder collects information on the children's care needs. Therefore, the childminder is aware of how to meet children's emotional well-being and they settle well. Children have made secure attachments with the childminder and her assistant. For example, when the children are tired they are comforted gently and a suitable area is provided for them to sleep. As a result, children's emotional well-being is supported. The childminder creates activities to support children's interests. For example, the children enjoy mixing up and playing with jelly in the garden. Consequently, children are motivated which supports their well-being.

The childminder promotes children's physical development. The children have access to fresh air and exercise as they use the garden and park every day. They develop their large muscles and enjoy running around outside. Consequently, children develop their physical strength and skills which promote their good health. The children develop an understanding of how to take risks and keep safe. They are able to take risks as they use climbing equipment at the park. They are taught about road safety and how to cross the road safely on daily walks. The children regularly practise fire drills. As a result, children learn how to keep safe and to take risks that are manageable which builds their confidence. The children are developing the skills to support their independence. For example, they attend to their personal hygiene needs independently according to their age. Consequently, the children are learning new skills and are becoming self-assured. To some extent, children are learning about how to keep healthy. The childminder discusses healthy eating and provides the children with healthy and nutritious food. However, this support is variable because children are not reminded to wash their hands before they eat. As a result, children are not fully supported in their awareness of practices to support their good health.

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

The childminder shows a suitable understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. The childminder and her assistant both attend regular child protection training. As a result, they have a secure understanding of how to identify signs of child abuse. They are fully aware of how to report any child protection concerns. There are suitable policies in place which include how to safeguard children and how to use mobile phones and cameras safely. Consequently, mobile phones

and cameras are only used by the childminder which promotes children's safety. The childminder has appropriate vetting procedures in place. This means that any assistant she employs is safe to work with children. All of the adults that come into contact with children have had the necessary checks completed. This includes the Disclosure and Barring Service checks. Therefore, children's safety is supported through clear procedures. The childminder uses regular risk assessments to make sure her home is safe. The childminder has a large dog and she has thought through how to keep the children safe. For example, the childminder makes sure that the dog is not left alone with the children at any time. Consequently, children's safety is given a high priority. The childminder monitors the activities she plans for the children. This means the learning she provides covers the seven areas of learning. Therefore, to some extent children are supported in their development. The childminder monitors children's progress. The record of children's progress and development provides a clear overview of children's individual progress. As a result, the childminder is able to identify children that are falling behind in their development and arrange further support.

The childminder has effective arrangements in place for managing the performance of her assistant. She has regular discussions with the assistant which highlights areas for improvement. Consequently, training is identified, such as child protection and first aid which promotes children's welfare. The childminder keeps appropriate records to enable the smooth running of the childminding practice. For example, detailed records on the children are held and the daily register is completed. The childminder and her assistant both hold paediatric first-aid certificates. This enables them to be able to administer first aid treatment if it is required to support children's health. The childminder has completed a self-evaluation form. The parents have contributed to this process by completing a parent questionnaire. Consequently, changes to the childminding practice have been made to improve learning outcomes for children. For example, a parent asked for a daily communication book which has now been implemented. The childminder has made improvements since the last inspection. For example, the childminder now plans activities to support children's next stage of development. However, the activities planned do not provide enough challenge to support children to make good progress in their learning.

Parents are positive in their praise of the childminder. Parental questionnaires that have been completed highlight they are pleased with her communication methods. Therefore, the childminder has made satisfactory partnerships with parents and a sound contribution is made to children's learning and well-being. The childminder has made links with other settings that children also attend and has collected the planned learning from them. As a result, the childminder complements the learning that children receive elsewhere which promotes their learning. The childminder regularly meets other childminders. This gives the childminder the opportunity to share ideas in order to improve her practice. The childminder is aware of who to contact if a child is falling behind in their development. She is knowledgeable about securing appropriate interventions. Consequently, children are supported to make suitable progress in their learning.

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. 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	EY331475
Local authority	Southend on Sea
Inspection number	878104
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	13
Name of provider	
Date of previous inspection	02/09/2009
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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