

Inspection date

23/10/2014

Previous inspection date

11/07/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

2

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

2

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

2

The quality and standards of the early years provision

This provision is good

- Children benefit from high levels of support and encouragement from the childminder, to explore and show interest in new experiences. This is because the quality of teaching is good.
- Children make good progress from their starting points as the childminder has a robust system in place for observation, planning and tracking of children's development.
- The childminder provides a wide range of experiences that develops children's independence and understanding of keeping themselves safe and healthy in readiness for school.
- Children are safeguarded well. The childminder has up-to-date knowledge of how to protect children from harm and provides them with a safe and secure environment for play.
- The childminder has a positive attitude towards continually improving her service for children and their families.

It is not yet outstanding because

- Children's development of early writing skills is not always fully supported through opportunities for them to freely make marks and be independently creative.
- The childminder has not yet extended the established system for working in partnership to promote a fully consistent approach to children's learning for those who attend more than one setting.

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 and engagement between the childminder and children.
- The inspector sampled policies and procedures, as well as viewing records and documentation, including checking evidence of suitability and qualifications of the childminder and her family.
- The inspector sampled children's development records.
- The inspector took into consideration the childminder's self-evaluation.
- Parental feedback was sampled through the childminder's questionnaires.

Inspector

Claire Parnell

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 lives with her husband and one child aged 10 years in Grays, Essex. The whole of the house is used for childminding. The family has three pet dogs. The childminder collects children from the local schools. There are currently three children on roll who are in the early years age range and attend a variety of sessions. The childminder operates all year round from 8am until 6.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- extend the sensory and physical experiences for children to fully support their development of early writing and creativity skills
- share and use information gained from other settings more effectively to further promote continuity and consistent practices for those children who attend more than one setting.

Inspection judgements

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

The childminder has a good knowledge of how children learn and develop. She gains full details from parents when children settle, to establish children's starting points, and uses these to plan for the next steps in their learning. She observes children's play and recognises the achievements they make through their experiences. These are effectively linked to areas and stages of development. The childminder monitors children's progress well and successfully identifies areas within individual children's learning that require further support and encouragement. She has a good understanding of monitoring children's progress and uses the progress check for children between the ages of two and three years to identify areas for support and seek early intervention for any concerns in their development.

The quality of teaching is good. The childminder supports children's interests effectively in the well-resourced play environment. Resources are accessible to children and reflect their stages of learning. The childminder encourages exploration and play for all children, using reassurance and their own interests to promote learning. The childminder demonstrates her abilities to offer different levels of support with regard to children's stages of development. For example, while playing with a toddler and baby, the childminder encourages the baby to explore the noises and lights of the drum, enticing them to bang

the drum to recreate the sounds and lights. At the same time, she skilfully encourages a toddler to recognise colours, numbers and shapes using the shape sorters. The childminder knows the children well and provides further experiences to extend their interests. She encourages young babies to crawl further by placing resources she knows they love to play with slightly further out of reach. Therefore, she is supporting their physical development well.

Children communicate effectively with the childminder and are confident to chat to themselves throughout their imaginative play. Babies babble with excitement. This is supported well by the positive verbal responses and facial expressions used by the childminder to promote their understanding and speech development. Children regularly experience activities that support their understanding of the world around them, particularly the different celebrations and festivals within their society. These activities strongly promote children's development in readiness for school. However, children are not fully supported to create their own pieces of work during craft activities. They are mainly offered pre-drawn pictures for them to complete rather than opportunities to create independently. These activities also do not fully encourage children's emerging understanding of making marks for a purpose.

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

Children's emotional well-being is supported well. The childminder has established close bonds with children and promotes a welcoming, homely environment. Therefore, children settle quickly and are content in her care. Children who are less confident in people's company are reassured and experience care that promotes their confidence to develop social relationships with others. For example, the childminder takes children to childminding groups and clubs to support their social interaction with their peers. Children experience outdoor play on a daily basis. The childminder uses her outdoor space, as well as local amenities, such as parks and open spaces. Children explore movement and extend their physical skills when using large equipment, such as slides and climbing frames. The childminder extends the promotion of all areas of learning to the outdoor environment, to enhance the impact activities have on children's learning.

Children develop a very clear understanding of healthy lifestyles at an early age. Children learn to use washing and toileting facilities independently, using coloured towels to identify their own and to promote personal hygiene. The childminder gives subtle but effective support to children's understanding of self-help skills. Children are reminded to wash their hands after toileting, and discussion supports their understanding of germs and cleanliness. The childminder encourages children to make choices about drinks and snacks, supporting their understanding of healthy eating. The childminder works closely with parents to encourage children to try new foods to extend their tastes and eating experiences. Children's dietary requirements are always taken into consideration when providing children with food and drinks. Children's behaviour is managed well. They receive clear messages from the childminder about positive behaviour, such as sharing and demonstrating good manners. The childminder provides clear explanations and uses positive strategies towards unacceptable behaviour. She has a clear understanding of providing stimulating experiences to keep children occupied and socially integrated with

each other.

Children have a developing understanding of keeping themselves safe. They take part in regular fire drills with the childminder. She supports their understanding of appropriate safety rules when walking near roads and when using her car to transport them. These experiences successfully help children to learn about looking after themselves in different environments.

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

The childminder has a secure knowledge of her role in safeguarding children. She has attended up-to-date training and is clear about the procedures to follow if she has a concern about a child in her care. She carries out robust risk assessments on a daily basis and makes changes to the children's play environment to promote their safety. As a result, children independently explore the downstairs areas in her house confidently and safely. The childminder and other adults in the household have undergone the required vetting procedures to assess their suitability. Children's ongoing welfare is continuously promoted through the rigorous records that are regularly updated. For example, children's attendance is accurately recorded on a daily basis and any accidents are recorded, monitored and shared with parents.

The childminder is strongly committed to attending further training and developing an extended knowledge of promoting child development and welfare. She gains plentiful information from childminding groups, where she shares and gains ideas of good practices. The childminder successfully identifies her strengths and also areas for improvement. She uses an effective action plan to gain new skills and information to improve her service for children and their families further. She is confident in her understanding of the learning and development requirements and is eager to develop the education programme further.

The childminder works closely with parents to promote consistent approaches to children's learning and care. Parents have access to displayed, written and verbal information about their children's day. The childminder gains information about children's learning at home and uses this well to gain a full picture of children's learning. The childminder works in partnership with other settings, but this is not yet as well established as the partnerships with parents are, with regard to developing wholly consistent approaches to children's 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. 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	EY340520
Local authority	Thurrock
Inspection number	873364
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	11/07/2011
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
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M1 2WD

T: 0300 123 4234
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