

Inspection date

Previous inspection date

14/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- The childminder's positive, calm approach and interaction with the young children provides them with a secure base on which to explore and enjoy the range of activities on offer.
- Children feel safe, secure and happy with the childminder and arrangements for safeguarding children are sound.
- The learning environment is welcoming and attractive to children. They have a suitable range of activities that satisfactorily promote their learning and development.

It is not yet good because

- Observations and assessments of individual children lack some of the necessary detail to enable the childminder to have a precise understanding of what they can do and identify the next steps in their learning.
- Outdoor sessions do not give children a wide enough range of opportunities to investigate the natural world.
- The childminder does not give parents enough information about how they can support their children's learning at home, in order to promote continuity in their experiences.

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 children playing in the downstairs area.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection.
The inspector looked at children's learning journeys, planning documentation and a selection of policies, children's records and the childminder's self-evaluation document.

Inspector

Tina Mason

Full Report

Information about the setting

The childminder was registered by Ofsted in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner who is also her childminding assistant and three children aged five, 16 and 18 in Laindon, Essex. The whole of the childminder's house, except two upstairs bedrooms are used for childminding and there is a fully enclosed garden available for outside play. The family has a pet dog.

The childminder takes children on outings to the local shops and local park. She is able to take and collect children from local schools, nursery and pre-schools.

The childminder currently has four children on roll, of whom three are in the early years age group. The childminder operates all year round from 8am to 6pm, Monday to Friday except for bank holidays and family holidays agreed in advance. Children are able to attend for a variety of sessions. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- use observations of children's learning more effectively to clearly identify how to support their next steps in order to maximise their development across all areas of learning

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

- improve the exchange of information with parents to involve them more in children's ongoing assessments of their learning and development, in order to provide continuity in their experiences and support children's learning at home
- increase the range of outdoor learning opportunities to include activities to investigate the natural world.

Inspection judgements

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

Children make satisfactory progress in their learning and development. The childminder is developing her understanding of the Statutory Framework for the Early Years Foundation Stage. She is calm, sensitive and supportive of the children, engaging positively with them as they play. Her planning, observation and assessment systems are in the early stages of development. Her written observations of the children identify what the children enjoy and learn from the activities they engage in. However, the links between planning, observation and assessment are not yet firmly embedded to fully support her in identifying next steps and to consistently support children in achieving these. Consequently, children's learning is coincidental rather than planned for, and they are not being challenged in order to reach their full potential. The childminder gathers information from parents about the children's

starting points during their settling in sessions. Daily discussions support the childminder and parents to exchange information about the children's routines, well-being and some achievements.

The childminder and her assistant interact positively and warmly with the young children in their care. The children have developed sound relationships with the childminder and her assistant from whom they receive regular reassurances throughout the day. This provides them with a secure base in which to explore, knowing that the childminder and her assistant are always nearby for support. Children are supported by the childminder who fosters their language development through regular conversations, daily routines and play activities. A range of books are easily accessible and children like to sit in the book corner to look at them or listen to the childminder read stories. She engages children enthusiastically in activities to enhance their play and have fun. The childminder uses some questions to prompt their learning and development. For example, when playing with the soft dough she asks them to name the different coloured pots of dough and match the colours together. She encourages them to point to the bigger and smaller balls of soft dough on the table; this helps children learn the concept of big and small in meaningful contexts. Children enjoy playing with the suitable range of toys and activities on offer. These support their interests and skills in using a range of tools, cutters and presses when playing with the soft dough, the train track enables children to take part in construction and imaginative small world play where they can use their imagination to build their own track. Activities are provided outdoors, however, there are fewer opportunities for children to freely investigate the natural world and find out about animals, plants and the weather.

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

Children are happy and settled. Parents supply useful information about children's individual needs when children first start and the childminder uses this to help the children form secure relationships with her. This helps to ease children's transition from home to the childminder's setting. Children benefit from the childminder's warm and friendly interaction, and feel comfortable and secure. The childminder has a sound understanding of appropriate behaviour management strategies to deal with any specific behaviour issues and uses stickers to promote good behaviour. For example, children receive a sticker after helping to tidy up. She helps children learn the importance of sharing and taking turns through their play. Children are encouraged to learn to do things for themselves and the regular praise received from the childminder helps to build their confidence and self-esteem. The childminder completes an annual risk assessment and daily visual checks to help her identify and minimise potential risks to children. She maintains appropriate levels of supervision so children can move around freely and safely. When on outings, the childminder teaches children about stranger danger and she provides each of the children with high visibility vests to wear. This further enhances children's safety as the childminder is able to see the children at all times.

Children are familiar with the daily routines for their personal care. The childminder talks to children and they know that they wash hands to get rid of the germs before eating. Children benefit from healthy and nutritious meals and the childminder liaises closely with

parents to take account of children's likes and dislikes. The childminder provides a welcoming environment, with an inviting playroom. Children have access to a suitable range of age appropriate toys and resources which are stored on low units so children make independent choices about their play. Children are learning to live healthy lifestyles. They benefit from fresh air as they go on daily walks to and from school. They visit local parks, toddler groups, soft play areas and play in the childminder's garden. These activities help to develop the children's physical skills, as well as an understanding of the local area. Children benefit from healthy and nutritious snacks and meals supplied by the childminder. They develop their self-care skills and independence as they feed themselves using spoons and forks and drink when thirsty from their own beaker.

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

The childminder provides a safe environment for children to play in. She conducts regular risk assessments of the home and garden to ensure they are safe. On outings, she ensures emergency contact details and information is available. The childminder has a good knowledge of child protection issues and the correct procedures to follow should she have a concern about a child in her care. She is aware of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage through receiving support from other early years professionals and has a satisfactory knowledge of the learning and development requirements.

Practices to support equality and understanding of diversity are sound. Children are welcomed into a warm and caring environment, where they are all valued and included. The childminder is committed to providing an inclusive childminding provision for all children. The home is made welcoming and inviting to children. The childminder has established, in general, effective partnerships with parents and this ensures that she is well informed about each child's individual requirements. She collects information about their routines and preferences when children first start with her to help them settle quickly and feel comfortable in her home. Daily discussions with parents ensure they receive useful information about their child's day and individual care routines. However, the childminder has not yet established a system of sharing children's learning and development with the parents so that they know how their children are progressing and can support their child's learning at home. A system of self-evaluation has been established to promote effective monitoring and identification for future priorities. The childminder shows a commitment to further training and updating her knowledge and understanding of childcare by attending short training courses.

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

Unique reference number	EY446157
Local authority	Essex
Inspection number	808049

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	7
Number of children on roll	4
Name of provider	
Date of previous inspection	Not applicable
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 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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