

Inspection date

Previous inspection date

12/03/2013

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 works in partnership with parents to identify children's starting points.
- The childminder builds a caring relationship with children and they are well settled.
- The childminder provides a range of interesting activities that support children's development in all of the prime areas and most of the specific areas of learning.

It is not yet good because

- Observation and assessment are not used effectively to monitor children's progress, which means that planning is not based on a secure knowledge of each child's individual learning needs.
- Self-evaluation is not fully embedded to effectively identify the strengths and weaknesses of the setting and does not incorporate the views of parents.
- Resources are not always sufficient to enable children to initiate their own play and do not provide opportunities for children to gain a greater understanding of the world with regard to the similarities and differences between families, communities and traditions and technology.

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 lounge and outside.
- The inspector spoke with the childminder and children.
- The inspector looked at policies and procedures, attendance and accident registers, children's records and other relevant documentation.

Inspector

Jenny Forbes

Full Report

Information about the setting

The childminder was registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register in 2012. She lives in a house in Purfleet, Essex with her husband and two children aged 13 and nine years. The ground floor and the upstairs bathroom are used for childminding purposes. There is a fully enclosed garden for outdoor play. The childminder attends a parent and toddler group and visits the local library, park and playground.

There are currently two children on roll, one of whom is in the early years age group. The setting also offers care to children aged up to eight years. The setting operates all year round from 8am to 6pm, Monday to Friday.

What the setting needs to do to improve further

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

- use the ongoing assessment of children's achievements, interests and learning styles to plan challenging activities and experiences for each child so that they make good progress across the seven areas of learning.

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

- use self-evaluation more effectively by taking into account the views of parents and use these to monitor, analyse and assess the strengths and weaknesses of the setting to drive improvement
- provide a wider range of age appropriate resources that encourage children to independently access and engage in flexible stimulating activities to promote play and exploration across all areas of learning
- improve the range of activities and experiences offered to children in the area of understanding the world by; providing opportunities and resources which represent children's diverse backgrounds and those of the community to support their understanding of diversity and difference; and technology resources to explore and use safely, such as torches and cameras.

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 the requirements of the Early Years Foundation Stage and she refers to Development Matters guidance to plan for children's progress. The childminder works in partnership with parents to identify children's starting points by discussing the child's development at the initial meeting. This helps the childminder to understand children's abilities on entry to the setting. The childminder has an understanding of how children learn. She observes children to find out about their immediate interests and knows which activities they enjoy. However, the childminder does not assess children's ongoing learning needs sufficiently well. This means she does not have detailed information to help her plan for and further support their development and fully focus teaching. Therefore, children are not reaching their full potential in all the seven areas of learning in readiness for school.

Children are provided with a variety of interesting adult-led activities and experiences that support most of the prime and specific areas of learning. For example, pre-school children demonstrate their skills in mathematics by counting out beads and adding them together. They receive praise when they give the correct answer which promotes their self-esteem and personal, social and emotional development. The childminder supports children to practise writing numbers as they count out the beads, and this helps to develop their finger and hand muscle control, coordination, mathematics and writing skills. They correctly identify colours and count the bricks as they build a tower. The childminder asks open-ended questions about the stability of the tower on different types of surface, encouraging children's thinking skills and concentration. Children enjoy art activities and the childminder engages children in conversation about the activity, asking them about their favourite colours. Children are encouraged to give their opinion of the activities and this encourages their communication and language and further promotes their self-esteem. Children's physical development is supported as they ride a scooter outdoors and dance to music from an electronic keyboard and play guitars. Children need more opportunities, however, to learn about the wider world and experience technology.

The childminder involves parents in their children's learning by sharing information about their achievements and the activities provided for them in the setting and at home. The childminder talks to children about what they have done at pre-school to enable her to continue to develop the work in her setting. This supports children who are settling into the childminder's setting to adjust well in her care.

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

Children settle with the childminder because she provides a variety of interesting activities to stimulate and motivate them. She offers rewards, smiles and praise which boosts their self-esteem. Children are learning how to behave in acceptable ways because the childminder sets boundaries for children and helps them to understand the needs of

others. For example, she asks questions about the noises made by the baby doll they are playing with and explains the way that babies express their needs. She reminds them that they must be gentle with babies and take care of them. This helps children learn to be caring. Children are confident and friendly. They are encouraged to manage their own personal care needs and to take regular drinks and snacks. Children are provided with biscuits and juice at snack time and they are offered a choice of healthy foods for their meals. The childminder gets to know the children well, she understands their feelings and offers comfort to children who are new to the setting by providing for their immediate needs. Parents can call at any time to be reassured that their children are settling well.

The childminder provides a range of resources, but the environment is not sufficiently stimulating because the toys available are not always independently available, age appropriate and are of insufficient quantity and quality. Therefore, children cannot easily initiate their own play. There are also limited resources to provide opportunities for children to gain a greater understanding of the world with regard to the similarities and differences between families, communities and traditions. Adult-led activities are, however, age appropriate and interesting, such as, the tools used for counting, painting, music and reading. Children are encouraged to tidy away their activities, and this gives them a sense of responsibility and helps them to feel at home in the setting.

Children have access to fresh air and exercise when they walk to the local school to collect older children with the childminder. They learn about road safety through this daily routine. They also learn about safety and risk management when they play outside on the pavement on a scooter with the childminder, as a reward for achievements. Such rewards encourage children in their learning and give them satisfaction. Children are safe in the setting and outside because they are well supervised and always within sight or hearing of the childminder. Effective steps are taken during all routines to ensure that children are as safe as possible at all times. For example, the childminder ensures that children are sitting still when eating and drinking.

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

The childminder has a satisfactory understanding of the learning and development requirements. She makes plans for children's development by assessing their needs and taking account of their interests and wishes. However, there are no formal plans and the educational programmes are not effectively monitored to ensure they are meeting the needs of all children. Self-evaluation does not incorporate the views of parents and has not been fully established to ensure priorities for improvements to the setting have been accurately identified. However, the childminder recognises the importance of building close links with parents and is keen to improve her service. She has easy access to a local training centre where further training is available and she is keen to seek the support of the local authority development team. The childminder understands the need to share information between settings when children attend more than one provision and she works closely in partnership with parents and other professionals to ensure continuity in children's learning.

The childminder has a satisfactory understanding of her roles and responsibilities in safeguarding children from abuse or neglect. She is aware of the need to keep detailed records and knows who to contact so that children are protected from harm. Adults in the home have completed the relevant background checks. The childminder has produced appropriate safeguarding and other relevant policies that are shared with parents. She is aware of the need to ensure that the environment in which children play is free from hazards. She understands the need to carry out risk assessments of her premises and on outings. The childminder has taken steps to ensure the safety of her premises by carrying out alterations suggested at registration in order to ensure that hazards are minimised.

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 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 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	EY449772
Local authority	Thurrock
Inspection number	882522
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
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, 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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