

## Inspection date

Previous inspection date

15/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Toddlers enjoy exploring and playing with the childminder, who is in tune with their learning needs. Purposeful interactions, such as singing favourite rhymes together, enable children's knowledge and skills to be consistently built upon.
- Children's individual care needs are met well by the childminder who takes great care in getting to know the children who attend. Consequently, children settle quickly and enjoy their time at the setting.
- Children feel safe, secure and happy with the childminder and arrangements for safeguarding the children are strong.
- The childminder has developed good systems for self-evaluation. She demonstrates a good understanding of her strengths and weaknesses through continual evaluation of her provision. She has identified how she would like to see her childcare service develop and has enrolled on several training courses, in order to make continual improvements to her practice.

### It is not yet outstanding because

- Opportunities for children to access a range of activities and resources to celebrate and value cultural, religious and community events and experiences have not yet been fully embraced.
- The childminder has not fully developed her procedures that enable parents to review their child's progress regularly and contribute their child's learning and development.

## 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 at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, planning documentation and a selection of policies, children's records, self-assessment and parent questionnaires.

## Inspector

Tina Mason

## Full Report

### Information about the setting

The childminder was registered by Ofsted in February 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged nine and two years in Grays, Essex. She uses the whole of the property and enclosed rear garden for her childminding.

The childminder has completed basic training including first aid and child protection and regularly updates her knowledge through specific courses, such as food hygiene. The

childminder regularly takes children on outings to the local shops, park and other places of interest. She is able to take and collect children from local schools, nurseries and pre-schools.

The childminder currently has one child on roll; this child is in the early years age group. The childminder provides care year round from 6.30am to 7pm, Monday to Friday except for bank holidays and family holidays agreed in advance. Children are able to attend a variety of sessions.

### **What the setting needs to do to improve further**

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

- provide more opportunities for children to celebrate and value cultural, religious and community events and experiences
- develop the exchange of information with parents to involve them more in children's ongoing assessments of their learning and development.

### **Inspection judgements**

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

Children happily explore their environment and receive good support from the childminder who promotes their welfare, learning and development well. She has a good knowledge and understanding of how children learn and uses this to provide interesting and challenging activities. Detailed planning is used to ensure there is a balance between adult-directed and child-led play. The childminder is very attentive to the needs of children, giving them warm cuddles when they are tired or upset, helping them to settle. Observation is very well used to track the children's progress. Initial profiles are completed when children first attend, charting their starting points. The childminder then completes individual development files detailing the children's achievements and their next steps in learning.

Much care is taken by the childminder to provide activities that support children's communication and language. For example, children enjoy reading interactive story books with the childminder, where they are able to join in by lifting the flaps and push buttons to make musical sounds. Successful adult-led activities provide children with opportunities to categorise objects according to properties such as colour or size. For example, children enjoy sorting through a box of socks and gloves where they are asked to find the matching pairs. This results in children being able to follow simple instruction and learning

basic mathematical concepts. The children really enjoy this activity and spend lots of time rummaging around the box looking for the matching pairs. Children's creative and expressive learning is well supported, as they are involved in initiating their own learning and making choices and decisions through the range of activities they can self-select and through the creative activities provided. For example, children use glue to stick different materials to paper, paints to create different patterns using their imagination and children enjoy playing with a variety of familiar resources reflecting everyday life, such as, the play cooker, where they enjoy making cups of tea for the childminder. Children also enjoy lots of activities outside of the home, such as attending toddler groups and singing groups, where they participate in singing, music and movement.

Secure interaction is demonstrated through a caring relationship that has been developed between the children and the childminder. The childminder makes very good use of resources within the local community to extend children's experiences. For example, children regularly visit the local parks and toddler groups. These provide a varied range of experiences, such as making friends with other children of a similar age and space to run and play in safe open areas. Praise and celebrating children's achievements have a positive impact on children's self-esteem. Clear and realistic boundaries are established, which effectively promote children's understanding of right and wrong. Children are developing the knowledge, skills, and understanding that help them to make sense of the world. This is supported through the childminder offering opportunities for them to use a range of tools safely, encounter creatures, people, plants and objects in their natural environment and real life situations. The childminder has started to provide and plan for children to learn about similarities and differences between each other in a diverse society through, celebrating some festivals and through the use of books and resources. However, this is not yet fully embedded in practice.

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

The childminder develops strong and positive attachments with children. Babies and children become independent by being able to depend upon the childminder for reassurance and comfort. The childminder has a very good idea of children's individual likes, dislikes, needs and routines as she obtains lots of information from their parents and carers. Children have access to a large spacious play area, which enables young babies and early walkers space to explore, play and learn in a safe and secure environment.

All children are made aware of the rules of the home; they respond to the expectations and are involved in decision making to promote a sense of belonging. Children respond positively to praise and encouragement. Their behaviour is good and they develop positive relationships with adults and their peers. Children are safe within the home. For example, they are involved in regular fire evacuation drills to develop their awareness of fire safety and know what to do in the event of an emergency. In addition, children's understanding is further promoted through the use of story books. The childminder reads books that promote their understanding of fire safety and how matches are dangerous and why we must not touch them. The childminder teaches them the importance of road safety when out and about walking around the community.

Healthy lifestyles are promoted very well through the effective use of both the indoor and outdoor areas. Children have access to the outside on a daily basis, whatever the weather. They enjoy trips to the local parks and take part in the daily school run, in addition they enjoy playing in the childminder's back garden. Children develop good self-care skills, as toddlers are encouraged to feed themselves using spoons at lunch time. Children are able to make healthy choices from the snacks available. Good hygiene practices among the children ensure they wash their hands after using the toilet and before snack time. Younger children are afforded good amounts of privacy when having their nappy changed.

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

The childminder has a good understanding of safeguarding issues and has attended additional training to update her knowledge and understanding. As a result, children are safeguarded as the childminder knows what to do should she have any concerns regarding their well-being. All adults living in the childminder's home have undergone all necessary checks to establish their suitability. The childminder records children's attendance on a daily basis, noting the number of hours they are in her care. The childminder is highly organised, efficient and knowledgeable in all aspects of her childminding. This is reflected in the good quality of care and learning the children receive on a day-to-day basis. The wide range of well-informed and comprehensive information, such as the detailed policies and procedures and risk assessments, fully promotes children's safety and welfare at a high level.

The childminder is very professional in her approach with parents, which ensures she works in partnership with them to meet their child's individual needs. This starts with very good settling-in routines for children and the ongoing sharing of information through daily discussion and daily written diaries. However, the childminder has not yet established a system of sharing children's learning and development requirements with them. Equality and diversity practices 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 childminder's home is very well organised allowing children to be active and independent learners. Children can choose what they want to play with from a broad range of good quality toys and books, which is readily accessible. Various posters help to create a stimulating and child friendly environment in which children feel safe and confident. The childminder demonstrates a high level of ambition to provide good care for children. She uses self-evaluation and information from parent questionnaires to identify strengths and areas for improvement. She is proactive in continually improving her childcare knowledge by attending training courses. This promotes good outcomes for children.

## 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>	EY422858
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	802897
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<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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