

Inspection date

Previous inspection date

08/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
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	4

The quality and standards of the early years provision

This provision is inadequate

- Activities are not clearly matched to children's stage of development so do not build on children's progress and the lack of assessment and clear setting of next steps means parents are not able to share in the learning process.
- Information for parents lacks details of the procedure to be followed in the event of a child going missing or the failure of a parent or carer to collect a child at the appointed time.
- There is no evacuation plan in place to protect children in the event of an emergency.
- There is too little understanding of the learning and development requirements, resulting in poor monitoring of children's progress.

It has the following strengths

- Children form a strong emotional attachment to the childminder which makes them feel safe in the welcoming and secure environment.
- Children become independent in self-care as they learn to manage their own needs, for example, at mealtimes.

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.

Inspection activities

- The inspector spoke to the childminder and children.
- The inspector looked at documentation including letters from parents.
- The inspector spent time observing the children in the playroom and lounge area.

Inspector

Sarah Williams

Full Report

Information about the setting

The childminder was registered by Ofsted on the Early Years Register in 2012. She lives in a house in Basildon, Essex with her husband and two children aged two years and under one year. All areas of the house are used for childminding. Children share access to a secure enclosed outdoor play area. The childminder is currently caring for one child in the early years age range.

What the setting needs to do to improve further

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

- provide information for parents in regard to the procedure to be followed in the event of a child failing to be collected by a parent or carer at the appointed time, or for a child going missing
- ensure the educational programme offers sufficient depth, breadth and challenge to reflect and support the needs, aptitudes and interests of children
- ensure that there is a clear evacuation procedure in place so that children are protected in the event of an emergency
- develop knowledge and understanding of the learning and development requirements in order that the learning and development of all children being cared for is being promoted effectively

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

- provide and encourage children to engage in a wider range of activities to promote the prime areas, such as mark making indoors and outside, using all of their senses to explore and investigate natural and made objects and materials.

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

Children's learning and development needs are not fully met as the childminder has insufficient knowledge and understanding of the learning and development requirements, the seven areas of learning and how to plan and deliver activities matched to children's stage of development. Currently, parents are not involved in children's learning as they have scant detail of what children have been doing and no detail of next steps needed in learning. The lack of evaluation of activities undertaken and failure to think about next steps means that progress is not built upon, and the planning does not support the children's consistent progress in their learning.

Whilst children have access to a dedicated playroom and some planned activities, such as crafts, the childminder does not undertake regular assessments in order to shape learning experiences for individual children. Consequently, children's learning is not maximised and activities sometimes lack challenge. The childminder is unable to maximise children's learning potential and address any issues concerning development, which may become apparent during the observation and assessment process, including carrying out the progress check at age two when this becomes due.

The toys are presented at low level so children can access them easily. They can make choices about what they would like to play with and the childminder remains on hand to support the play and encourage and praise children. For example, a child completes a

favourite tray puzzle and is encouraged to name the animals and think about what noises they may make. The child then chooses a play bus with numbers and letters embossed on it. She counts out loud as she points to some of the numbers, and then enjoys determinedly pushing the bus around on the floor, out of the playroom and into the lounge. The resources largely consist of manufactured toys and do not include natural materials or every day and household objects, to engage children's curiosity and develop their senses as they become familiar with the world around them. There are few opportunities for children to make marks to help them to begin to understand that print carries meaning.

Children find favourite books from the colourful selection available in the display unit and look at them alone or with the childminder. The garden offers opportunities for free play on the low level climbing equipment, and other toys are available from those stored in the summerhouse, so children's physical development is supported in a safe and secure area. The childminder has not recorded any past activities so children do not have the opportunity to reflect on what they have done by, for example, looking at photographs to help them recall experiences or use language to express their thoughts.

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

Children are able to form strong bonds and attachments as they are cared for in a warm and welcoming environment. For example, they have free access to a playroom and toys, and comfortable furnishings including a low level table and chairs, to help them feel at home and develop independence. Children's personal care needs are met as the childminder follows hygienic practices in regard to nappy changing and hand-washing, for both the children and herself.

Children are supported to eat healthily. They generally have packed lunches, which are supplied by their parents, and supplemented with appropriate snacks and drinks by the childminder. Children sit at a low table and have time to eat and digest their food. Younger children can comfortably sleep or nap according to their needs, and the childminder monitors them using a baby monitor. Home routines are followed as far as possible so that children feel settled. In fine weather, children can explore the outside play area as it is enclosed and safe, with equipment for climbing and wheeled toys to push and ride on.

Children learn good behaviour from the childminder's consistent approach to positive behaviour management. They are praised and encouraged when they persevere at a task or achieve a result, and clap their hands as they look for approval. She uses sensitive distraction and diversion to steer children towards suitable resources, such as baby toys for the youngest children.

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

The childminder does not have a clear understanding of how to implement all aspects of the Statutory Framework for the Early Years Foundation Stage. Monitoring of the

educational programme lacks rigour and does not meet children's needs.

The childminder has a basic understanding of child protection issues and ensures that children are not left with adults who are not checked. She understands the signs and symptoms of abuse and has a safeguarding policy which contains details of how to make a referral if she has concerns regarding a child's welfare. She risk assesses her home, indoors and outside, so that it is safe for children, however, she has no clear evacuation plan to ensure that children are protected in the case of an emergency.

The childminder has started to reflect on her practice and has begun to devise an action plan to pinpoint future development. Whilst this contains worthwhile aims, such as improving her safeguarding knowledge by completing an online course, it does not tackle the weaknesses which need addressing in order to fully meet the Statutory Framework for the Early Years Foundation Stage.

The links with parents are not fully effective in identifying and meeting children's needs as they lack some of the vital information needed to maintain a two-way flow of information; the daily diary has information about care routines such as food eaten, sleeping routines and nappy changes, but little that helps parents know about what their child has been learning or how this needs to be extended in order to support their learning and development appropriately.

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.

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	EY438049
Local authority	Essex
Inspection number	790649
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 5
Total number of places	1
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

