

Inspection date	11/10/2012
Previous inspection date	17/05/2010

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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		4
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

- Procedures to monitor the suitability of premises and equipment are not yet sufficiently rigorous to fully promote children's safety and security.
- Relationships with other providers are not yet developed in order to ensure a regular two-way exchange of information with the childminder.
- The system of self-evaluation does not yet fully support the childminder in identifying strengths and areas for improvement.
- Planning and assessment systems are in the early stages of development and do not yet ensure consistent coverage across all areas of learning.

It has the following strengths

- Good relationships with the childminder help children to feel safe, secure and confident.
- The childminder's understanding of child development helps children to make appropriate progress in relation to their age.

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 toured the premises, making observations of spaces, equipment and furniture.
- The inspector had discussions with the childminder and observed two children at play.
- The inspector reviewed documentation including policies and procedures, risk assessments, and assessment and planning.
- The inspector took account of the views of parents shared through letters and questionnaires.

Inspector

Jenny Howell

Full Report

Information about the setting

The childminder was registered in 1994. She lives with her partner and two children aged seven and 15 years in a residential area of Westcliffe-on-Sea, Essex. All areas of the house are used for childminding, except for the attic bedroom and the first floor office. Access is via a low step into the house. Bathroom facilities are upstairs. There is a fully enclosed

garden available for outside play. The family has a cat, rabbit, two guinea pigs, tropical fish and African land snails.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She currently has nine children on roll, four of whom are in the early years age range. The childminder walks or drives to take and collect children from local schools and pre-schools.

The childminder attends local toddler and childminder groups and takes children to the local library and parks. She is a member of the National Childminding Association and receives support from their development workers.

What the setting needs to do to improve further

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

- ensure that the premises, including outdoor spaces, are fit for purpose and secure and that spaces, furniture, equipment and toys are safe for children to use
- ensure that there is a regular two-way flow of information between the childminder and other providers where a child is attending more than one setting.
- improve the planning and monitoring of the educational programmes to ensure all aspects are sufficiently promoted to support children's progress in all areas of learning.

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

- improve the system of self-evaluation to identify strengths and weaknesses in order to fully promote continuous improvement.

Inspection judgements

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

Children have their needs met and make appropriate progress in line with their ages and stages of development. While no formal system of planning is in place, the childminder has a good understanding of how children learn and develop. This helps her to ensure that children make satisfactory progress. However, there are no systems in place to monitor the delivery of the educational programmes to ensure all aspects are sufficiently promoted in order to fully support children's learning across all areas. The childminder knows individual children very well. She is able to identify which stage of development

they have reached and what she needs to do to support future progress. Learning records, including photographs and comments, build a picture of the progress children are making and help the childminder to identify the activities she needs to provide to help children develop. A daily diary system helps to engage parents with children's learning and to support development at home.

An appropriate balance of adult and child-led activities is maintained. The childminder takes children's lead, helping them to learn through resources they have chosen. Children efforts are warmly praised; for example, as a baby shuffles to reach a toy the childminder encourages them and claps when they pick it up. Children are interested in the world around them, turning to see where sounds are coming from or babbling to show excitement at a new toy. Regular attendance at toddler groups helps children to develop social skills and prepares them for the larger groups they will experience at school.

Young children develop physical skills as they sit unaided or pass toys from one hand to another. Older children climb with confidence and are developing balance and coordination. Children enjoy learning about numbers, telling the childminder which numbers to write as they make paper money for the play shop. Weekly visits to the library encourage children to choose and handle books. Children learn to care for their environment as they help to recycle. They grow fruit and vegetables, tending them throughout the year. Children especially enjoy junk modelling, or decorating large boxes, and have free access to a variety of arts and crafts materials.

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

Children develop strong bonds with the childminder. They enjoy her company and feel confident in her home. Regular cuddles are given, alongside the use of positive and reassuring language. Parents also comment that children are happy and secure with the childminder. Children have opportunities to develop positive friendships and are supported in learning to share and take turns. Children's independence is promoted as they are able to help themselves to resources and choose what to do next. Children are also supported in developing the independence they will need for school, for example by feeding themselves. Simple ground rules help children learn how to behave and have regard for the needs and feelings of others.

The childminder is attentive to children's welfare needs, supporting them in sleeping, drinking and eating in line with their own routines. The physical environment is organised so that children can access toys and resources independently; however, haphazard storage in some areas restricts the space available to play and presents a potential safety hazard. In addition, weaknesses in the implementation of risk assessments does not ensure that children are kept safe, with particular regard to the outdoor area. Children's health is promoted through a variety of meals and daily opportunities to exercise. These include walks around the local area, using the slide in the garden or visits to the park and soft play centre.

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

The childminder understands her responsibility to meet the learning and development requirements of the Early Years Foundation Stage. She has endeavoured to develop appropriate systems to support learning and development and continues to do so. The childminder is aware of her responsibility to safeguard children. She knows who to contact should she have any concerns about the welfare of a child and keeps her training in this up to date. Since the last inspection the childminder has improved the quality of written risk assessments. However, she has not undertaken these effectively to identify and minimise hazards to children indoors and outdoors, which compromises children's safety. For example, two children are allowed to use the trampoline at a time and the rotary washing line presents a choking hazard as it is not folded away. Furthermore, low fencing in the back garden presents a risk of escape or intruders when children are occasionally unsupervised for short periods.

All of the required documents are in place, with appropriate information collected from parents before children begin. Daily records, such as the register and accident log are kept up to date. Relationships with other providers ensure that information about children's welfare needs are exchanged. However, this does not yet include information about learning and development so that practitioners can work together to support children in making good progress. Consequently, continuity and progression for children who attend more than one setting is not fully supported. A system of self-evaluation is in place and through this the childminder has identified some of the things she does well and some areas for development. However, these are not yet sufficiently focused on the impact on outcomes for children and do not fully support continuous improvement by analysing weaknesses and setting challenging targets for future development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register).
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	199331
Local authority	Southend on Sea
Inspection number	817924

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	9
Name of provider	
Date of previous inspection	17/05/2010
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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