

Inspection date

Previous inspection date

20/11/2012

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	1
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

- Children learn and develop very well as the childminder understands their stages of development and provides an excellent range of activities based on clear observations and assessments.
- Highly imaginative use of resources ensures children are excited, stimulated and engaged in their surroundings. The dedicated playroom and other areas are child-centred, so children are very safe and well cared for.
- Children's welfare needs are exceptionally well met as the childminder establishes excellent partnerships with parents and exchanges essential information on a daily basis.
- The childminder is ambitious and demonstrates her professionalism and dedication in all aspects of her childcare service.

It is not yet outstanding because

- The garden does not yet offer children the opportunity to take part in activities that cover all areas of learning.
- Plans for future development are not always sharply-focused in pinpointing what needs to be done to bring about improvements.

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 spent time engaging with children, as they played, and observed routine care.
- The inspector spoke to the childminder and carried out observations as children played.
- The inspector looked at documentation including children's development profiles and other paperwork and took account of parents' responses to questionnaires seen on the day of the inspection.

Inspector

Sarah Williams

Full Report

Information about the setting

The childminder was registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register in 2012. She lives in a house in Westcliff-on-Sea, Essex with her partner and one child aged two years. All areas of the property are used for childminding. Children share access to a secure enclosed outdoor play area. There are currently four children on roll, of whom two are in the early years age range. The setting also offers care to children aged up to eight years.

What the setting needs to do to improve further

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

- develop the resources and activities offered in the garden to provide children with play and learning across all areas of development
- review the system of self-evaluation to ensure that plans for future development are sharply focused to bring about improvements.

Inspection judgements

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

Children enjoy and benefit from an excellent range of planned and spontaneous activities that are very well presented, provide exciting and interesting challenge and are based directly on their areas of interest and suited to their ages and stages of development. The childminder promotes children's development with high quality teaching based on her understanding of child development and years of experience in childcare work as an assistant childminder. Sensitive and detailed observations are undertaken as children play and work and these, combined with information from parents and discussions with children about what they are interested in, form the basis of the educational programme.

The childminder intuitively knows when to leave children to explore and play by themselves and is unobtrusive so as not to interrupt the flow of play. She is supportive in helping children select and use props for their role play in the 'baby clinic' she has set up for them. The children use the play telephones to make calls and talk about their homes and families. Children ask for a story and understand that circle time is when they sit on a cushion and enjoy a favourite book. They remain entranced as the very interactive story, with wrapped parcels and surprises, unfolds. They clap with glee as the story develops. The circle time is topped off with action songs and rhymes, chosen by the children from a feely bag with props. The childminder skilfully engages the children and gauges their concentration levels expertly. This ensures the day is well-paced and considers children's needs for both active and quiet times, punctuated by routine care, such as snack and meal times, and sleep.

The childminder has a sound understanding of how children learn and plans relevant and achievable next steps based on her observations. These are clearly linked to the revised areas of learning as set out in the Statutory Framework for the Early Years Foundation Stage and referenced to 'Development Matters in the Foundation Stage'. Parents are given

opportunities to be involved as they are invited to contribute directly to the children's development profiles, or learning journeys. Some parents choose to contribute with comments and pictures. The wide range of carefully chosen resources are of high quality and well presented to allow children to choose what they would like to do. For example, an 'arctic world' is created with model polar bears and other animals, and rice representing snow. The range of books is impressive and contains non-fiction texts, such as a range of multicultural themed books which help children start to appreciate how and where other people live.

The safe, enclosed garden is used for physical play and has a variety of surfaces which make it interesting for children. The childminder has not yet introduced activities covering all areas of learning in the outside area, for example, planting and growing flowers, fruit and vegetables. She acknowledges that this is an area she wishes to develop in order to give children a full range of learning opportunities. Many outings to local places of interest, such as the beach, sea life centre and library, provide children with rich learning environments and varied, stimulating play opportunities which they enjoy recalling and extending with art and craft activities. Their understanding of care for living things is enhanced by seeing what snack the rabbit is having; he has a pictorial snack chart just like the children's. They talk confidently about the rabbit's needs for food and water, and hay for his bedding and enjoy feeding him carrots in his indoor run. Overall, children's learning and all-round development is very well supported due to effective teaching, and an excellent understanding of how children learn, and ensures they make good progress towards the early learning goals.

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

Children's welfare and well-being are promoted exceptionally well in the setting as the childminder has their needs as her paramount concern. She ensures that children are settled, happy and secure and able to form strong attachments. The well-thought-out settling-in procedure enables children to visit with their parents, so that they can get to know one another and parents have time to talk about children's routines, likes and dislikes and any areas of concern, such as health and dietary needs.

Children settle quickly and develop an excellent understanding of the routines and practices that will keep them healthy; they are helped towards a high level of independence in self-care and learn how to manage many daily routine tasks. For example, they enjoy making their own snacks and lunches from the ingredients set out on the table. The childminder ensures they have suitable utensils, which gives even the youngest children confidence, to competently spread butter and choose a filling for their sandwich. They decorate a cupcake and proudly admire it before eating it. The childminder has provided low level named coat pegs to promote children's independence; their coats, high visibility jackets and shoes are within reach so children can start to dress themselves before outings.

Children are expertly supported in acquiring the skills they need to support their future development through the imaginative activities and play opportunities provided. They

develop confidence and social skills as they mix with other children, at various community groups attended, and learn how to share and take turns. They frequently have friends drop by who join in with circle time and singing. The childminder's unfailingly calm and cheerful approach means children respond positively and behave very well, as they can ask to have their needs met and know that they will be listened to.

Arrangements for transition to other settings, and onto school, are very well understood. The childminder prepares children by discussing what they may expect and answering their questions to allay any anxieties. Parents respond very positively to a questionnaire issued by the childminder. They state that they enjoy the approachability of the childminder, her communication and that their children are making noticeable strides in development, especially with speaking and confidence. Though she is relatively newly qualified she has worked tirelessly to establish very effective and meaningful partnerships with parents as she sees this as key to a successful childminding arrangement for every child.

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

The childminder has completed all mandatory training including safeguarding and first aid. Her understanding of safeguarding issues means that children are protected from abuse or neglect as the childminder is confident in addressing any concerns and referring them if necessary. Children's safety is further enhanced by the very clear and comprehensive risk assessments covering all aspects of the home and garden, and all outings undertaken. All precautions have been taken to make the home child-friendly and safe so children can move around freely and safely.

All children are included and given attention to meet their specific needs. Children who have dual languages at home are made to feel welcome. The childminder develops resources using key vocabulary to help ensure they are understood. Consequently, they quickly learn English as they play and interact with other children. They are encouraged to appreciate the differences between them and, for example, older children are protective and helpful towards the younger ones and know which toys are suitable for the babies. The childminder includes all children and makes them welcome. Those who attend after school can discuss their school day, and enjoy spending time with the little ones, or can follow their own interests and use the art and craft materials for creative work.

The childminder uses the revised Statutory Framework for the Early Years Foundation Stage, and associated documents, very well to inform her practice and ensure children's welfare and developmental needs are fully met. She is fully prepared to carry out the development check at two years for children who fall into that age bracket. The childminder has experience of partnership working in her role as an assistant childminder, and has a clear understanding of how to seek support for children who may need intervention from outside professionals. However, she has yet to experience this aspect of work in the context of her own provision.

Policies and procedures are made available to parents and a daily diary, verbal handover and continuous appraisal of every child's developing needs ensures children benefit from her well organised approach. All photographs are made available to parents so they can share in their child's activities and discuss events and outings with them. The childminder has completed a self-evaluation and has a generally clear understanding of her strengths and areas for development. However, plans for future action are not always sharply focused to bring about the improvements required.

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	EY446143
Local authority	Southend on Sea
Inspection number	799343
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
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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