

## Inspection date

Previous inspection date

29/11/2012

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	2
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

- Children are happy and feel safe in their surroundings because they have developed warm and friendly relationships with the childminder.
- Children make effective progress because the childminder is providing stimulating activities securely in tune with children's interests, enthusiasms and capabilities. High quality resources are very accessible to enable children to make decisions and select the toys and equipment they wish to play with.
- The childminder builds successful relationships with parents. She shares a wealth of information through the welcome pack of policies and by displaying important certificates, notices and posters.

### It is not yet good because

- The childminder has not yet obtained all the essential information she needs to know about each child.
- Opportunities for children to develop their health and self-care knowledge and skills are not yet fully embraced.

## 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 activities in the indoor learning environment and toured the premises.
- The inspector held discussions with the childminder and children present.  
The inspector viewed evidence of suitability and qualifications of the childminder,
- risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents on the questionnaires supplied by the childminder.
- The inspector viewed the children's development records.

## Inspector

Patricia Champion

## Full Report

### Information about the setting

The childminder was registered in March 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 16, 11 and seven years. They live in a house in a residential area in

Southend-on-Sea, Essex. All areas of the childminder's house are available for childminding. Access is via one low step into the front door and the toilet facilities are on the first floor. There is a fully enclosed garden available for outside play. The family has a dog and two cats as pets.

The childminder's service is open all year round from 7am to 8pm on Monday to Friday, except for family holidays agreed in advance. There are currently three children attending who are within the early years age range, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 12 years and walks to local schools to take and collect children.

The childminder holds a National Vocational Qualification Level 4 in Children's Care Learning and Development and has completed the local authority approved childminder training, including first aid. She attends the local carer and toddler groups on a regular basis. The childminder is a member of the National Childminding Association and a childminding network.

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

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

- record the following information about every child: information about any person who has parental responsibility and emergency contact details.

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

- improve opportunities for children to develop their health and self-care skills by: helping children to enjoy their food and appreciate healthier choices; allowing children to pour their own drinks or serve their food and by creating better opportunities for children moving towards independence when hand washing.

### **Inspection judgements**

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

The childminder has a good understanding of child development and the characteristics of effective learning. She understands that children learn in different ways and ensures that they have a wide variety of experiences that cover all seven areas of learning, through both indoor and outdoor play. She is constantly looking for new ideas and she provides interesting resources that capture children's interest and imagination. Children make choices about their play and have the freedom to be spontaneous in the games that they

take part in. The playroom is well equipped with a wide variety of toys, games and child-sized furniture so that children can play in comfort. Resources are easily accessible and labelled with pictures and captions so children know where to look to find things. The childminder also ensures that children's interest is stimulated by placing additional items at their level to catch their eye and motivate their play. For example, children investigate a tray of shaving foam with small animals or explore a treasure box full of sensory materials and household objects.

Children make good progress from their starting points. Each child has a well-organised learning journal containing positive observations accompanied by photographs of their achievements. The childminder also analyses and tracks children's progress to ensure that there are no gaps in their learning. Summary reports have been prepared specifically linked to the prime areas of learning for the children who have reached the age of two. Parents are encouraged to add their comments regularly and contribute their observations of children's learning at home to the development records. Children are well prepared for the next stage in learning because the childminder provides appropriate support to prepare them for transitions.

The childminder effectively develops children's communication and language skills through sensitive and good-humoured interactions. She asks many questions that encourage children to think and recall previous experiences. The childminder also models counting and shape recognition as she sorts simple puzzles. As a result, children copy her and start to use numbers and mathematical language spontaneously in their play. Children develop their hand-eye coordination when mark making or fixing construction blocks together. They particularly enjoy musical activities; they move expressively and use a variety of instruments to accompany the familiar songs they know and love. Children become aware of wider society as they socialise at toddler groups and go on outings to local parks or the museum. They share toys and books that portray positive images of diversity; this helps them to respect the similarities and differences of others.

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

Children are happy and settled as important information about children's interests and needs is gathered in advance of a child being admitted to the setting. Children share warm and secure relationships with the childminder and approach her freely and confidently. For example, they are able to make their needs known, such as asking for a drink or confidently requesting toys they can see but not reach. Children demonstrate they feel safe as they explore their surroundings and enjoy finding out what they can do. The childminder ensures that children know the safe way to evacuate the premises in the event of an emergency and gain an understanding of road safety. Children behave generally well and learn about the need to act responsibly. House rules about jumping and climbing on furniture are explained to the children and this prevents accidents from occurring. Plenty of praise and encouragement is given to acknowledge children's good attempts and accomplishments and this raises confidence and self-esteem.

Children are introduced to appropriate routines that help them to understand aspects of a healthy lifestyle. Toilet training is undertaken sensitively and the childminder offers

children sanitising gel so they can clean their hands before eating or after playing in the garden. However, they are less able to develop independence skills when washing their hands with running water as they cannot comfortably and safely reach the sink or the taps of the hand basin.

The childminder is in the early stages of adapting her menu planning so that children are offered more healthy options. The childminder gathers information about any special dietary needs and she also holds a food hygiene certificate so that she can safely prepare meals. Children are starting to eat fresh and dried fruit for snacks. However, they do not yet understand the benefits of a healthy lifestyle as they are less inclined to taste and try nourishing food at lunchtimes. Drinks are kept within children's eyesight so that they do not become thirsty or dehydrated. However, the childminder is not yet encouraging children to develop their independence skills by pouring their own drinks or serving their food.

There are suitable partnerships formed with other early years professionals to support children with their future care and learning. The childminder meets with other childminders to share ideas and has organised a back-up childminder in the event of an emergency, or to provide holiday cover. This enables children to get to know their new carer well in advance of their usual childminder going on holiday. The childminder also has links with local schools and pre-schools so that she can support other transitions, when the need arises.

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

The childminder is committed to developing her awareness of her safeguarding responsibilities through training. She keeps the child protection guidelines and useful contact numbers accessible so that she knows the steps to take if she has concerns about a child's welfare. All adult members of the household have had the necessary background checks through the Criminal Records Bureau. The childminder organises her time and the space in her home and garden efficiently to ensure that children are closely supervised as they play. She carries out clear risk assessments for outings and smoke alarms are regularly tested. The level of cleanliness in the premises is acceptable. Daily checks are undertaken of the home to ensure that children are safe, particularly in relation to the significant ongoing renovations and building work. Suitable use is made of safety gates to prevent children accessing potential hazards upstairs or in the kitchen. The large trampoline in the garden has been made out of bounds to children until the safety netting is replaced.

The childminder has clearly written policies and procedures to protect children and meet the requirements of the revised Early Years Foundation Stage. Most of the regulatory documentation is efficiently organised. However, children are not fully protected by the robust implementation of all necessary procedures because insufficient information is held about every child. This refers to recording information about any person who has parental responsibility and their emergency contact details.

The childminder shows great interest in developing her childminding service and is receptive to advice from her network advisor. She is using self-evaluation and her journal as helpful tools to identify priorities for improvement. Since registration the childminder has improved the indoor play space so that it is bright, welcoming and more beneficial to learning.

Children benefit from the friendly relationships the childminder establishes with their parents. Written policies and procedures are shared. There are clear contracts and parents sign the relevant consent agreements so that parents are clear about the care and business arrangements. Detailed daily diaries keep parents informed about their child's routine. A wealth of information about the childminding service is displayed on posters and notices. Parents are given the opportunity to make suggestions and comments about the care provided by completing questionnaires. They say that their children are very happy in the childminder's care and they are very pleased with the progress they make.

### 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>	EY443308
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	786572
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	5
<b>Number of children on roll</b>	8
<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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