

Inspection date	08/01/2013
Previous inspection date	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		3
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, settled and secure. They relate well to the childminder and are confident to ask for help when needed.
- The childminder carries out thorough risk assessments of the well-organised premises and also any outings, so that possible hazards are minimised effectively for children.
- Children have easy access to a wide range of good quality toys and play materials, and relish making choices and taking decisions in their learning.

It is not yet good because

- Children do not achieve as much as they can as the assessment arrangements are still evolving. The childminder is not yet consistently using her observations or those of parents and information from other early years practitioners, to help her plan for children's future learning.
- The opportunities for children to concentrate and develop their listening, communication and language skills are hindered at times due to the background noise of the television.
- The childminder is not yet using self-evaluation to identify her priorities for development and set challenging targets that will improve the quality of provision for children.

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 and toured the premises.
- The inspector held discussions with the childminder and viewed her observations of children's achievements.
The inspector saw 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 from a written reference obtained by the childminder.

Inspector

Patricia Champion

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged eight and five years in Rayleigh, Essex. All areas of the home are available for childminding and there is a fully enclosed garden for outdoor play.

There is currently one child on roll in the early years age range, who attends on a part-time basis. The childminder also offers care to children aged over five years to 11 years and walks to local schools to take and collect children. She works all year round from 6.45am to 7pm Monday to Friday, and occasionally at weekends, except for family holidays agreed in advance. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- develop the assessment process to shape children's learning experiences by using observations of children's learning more effectively to clearly identify how to support their individual next steps so that they make as much progress as possible, and encouraging parents to regularly share their observations of children's learning at home.

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

- develop links with other early years settings that children attend to promote continuity and consistency of care and to strengthen children's learning and development experiences
- help children to concentrate and develop their listening skills by keeping background noise to a minimum
- develop reflective practice and self-evaluation to identify priorities for development that will continuously improve the quality of provision for all children.

Inspection judgements

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

The childminder has an appropriate knowledge of child development and the characteristics of effective learning. She provides a suitable range of activities that capture children's interests and attention. The learning environment is well equipped with easily accessible resources so that children can independently make decisions in their learning. Relevant puzzles, games and mark-making materials are available for children to develop the mathematical, literacy and technology skills they need for the future. Children are beginning to recognise different shapes and have good pencil control when drawing. They are focusing on things that particularly interest them as they select role play props and

dressing up clothes to act out real and imaginary situations. The childminder becomes involved in children's play, for example, as they go on a shopping expedition with the trolley and play food. Children develop their creative skills and recognise colours while making collages and modelling with play dough. They particularly enjoy moving expressively and singing their favourite songs as they use the keyboard and microphone.

Although children have only been attending for a relatively short time, they are making steady progress in their learning. The childminder completes daily observations of the activities and children's achievements. Consequently, she is developing a sound understanding of their interests and capabilities. She has recently started linking her observations to the seven areas of learning in order to identify any gaps and ensure that no child gets left behind in their development. However, the childminder is not yet consistently using her observations, or those of parents and information from practitioners in the other settings that children attend, to help her identify and plan for the key learning priorities. As a result, activities are not always matched to children's needs or offer sufficient challenge so that children make as much progress as possible.

The childminder understands the importance of developing children's communication and language skills and uses careful questioning to develop vocabulary and encourage children to give thoughtful responses. Children enjoy listening to stories and select books that are particular favourites. They enjoy turning the pages, pointing out what they see and eagerly recall what is going to happen next. However, the background noise of the television provides a distraction that hinders children's concentration and listening skills, particularly when it remains switched on and no-one is watching.

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

Children are settled and feel safe as they benefit from the nurturing support the childminder offers. When children need reassurance they freely approach her for cuddles and they sit on her lap when sharing story books. The childminder has a calm approach and uses age-appropriate explanations and gentle reminders to provide children with a clear understanding of acceptable behaviour. She reinforces good manners by encouraging children to say 'please' and 'thank you'.

The childminder understands the importance of supporting children at times of transition. She gathers information from parents from the outset about children's care routines so that she can meet their individual needs. While children are settling in, they bring toys and comforters from home to help them relax and feel secure. The childminder is starting to attend local toddler groups to give children confidence in new situations away from her home. This means that they are beginning to make new friends and helps prepare them for the transition to other early years settings or school.

Children are introduced to appropriate routines that help them to understand aspects of a healthy lifestyle. They are welcomed into very clean and well-maintained premises where they have ample space to play. Relevant opportunities are provided for children to develop and play in the fresh air. Trips to the local park and the range of physical play apparatus in the garden provide activities where children can practise moving in different ways and

at different speeds. Toilet training is undertaken sensitively and the childminder ensures that children wash their hands properly using liquid soap and individual towels. Step stools are used so that children can easily reach the toilet and hand basin and develop their independence skills. Children have healthy appetites and enjoy eating breakfast and lunch supplied by their parents, and supported by the childminder. There are conversations about nutritious food as children look at books. Visual images of what constitutes a healthy diet are also displayed in the playroom. As a result, children are beginning to learn about the food that is good for them.

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

Since registration, the childminder has suitably developed her understanding of the requirements of the Early Years Foundation Stage. She has clearly written policies and procedures to protect children and the important regulatory documentation is in place. The childminder recently completed the mandatory introductory childminding training and has attended an additional safeguarding course to extend her knowledge of her child protection responsibilities. She is also now starting to work with her local authority advisor to improve her provision. However, the childminder has not yet begun a full self-evaluation of her practice, in order to identify her strengths and the priorities for development to ensure that children reach their full potential.

Children are safeguarded as the childminder organises her time and the space in her home and garden efficiently to ensure that they are closely supervised as they play. All adult members of the household have the necessary background checks through the Criminal Records Bureau. The childminder protects children by carrying out regular risk assessments for the premises and any outings. Smoke alarms are regularly tested and this helps children to know how to swiftly evacuate the premises in an emergency.

Children benefit from the friendly relationships the childminder establishes with their parents. Written policies and procedures are shared in a well-organised portfolio. There are clear contracts, and daily journals keep parents informed about their child's time in the setting. Important information about the childminding service is also displayed through posters and notices. Parents are given the opportunity to make comments about the care provided and say that the children are always excited to see the childminder and enjoy their time with her. When children attend other settings, partnership working is not yet fully established to include the consistent sharing of detailed information, to promote continuity in children's learning and development.

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	EY447445
Local authority	Essex
Inspection number	806502

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
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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