

Inspection date

Previous inspection date

15/03/2013

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 2

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

- The childminder has a good understanding of the Early Years Foundation Stage and a secure knowledge of how young children learn. Consequently, children are provided with stimulating play experiences across the seven areas of learning.
- Children are confident, interested and eager to learn. They have good social skills and use their imagination and language well to organise their ideas and develop their play.
- Children's safety and security are of paramount importance to the childminder and she carries out comprehensive risk assessments inside and outside of the setting which ensures that children are very well protected at all times.
- The childminder takes time to get to know and understand the children, helping them to feel settled and secure. They are keen to explore and play and are developing positive attitudes to learning. They are therefore well-prepared for school and future learning.

It is not yet outstanding because

- While children have good access to fresh air and exercise, at present, learning opportunities in the garden do not represent a highly stimulating environment that promotes learning and challenge.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 playroom and kitchen.
 - The inspector spoke with the childminder and children.
 - The inspector took account of the views of families by speaking to them on the day and by reading parents' comments and feedback.
- The inspector looked at children's progress records, communications records,
- displays of children's work, planning, learning journals and other relevant documentation.

Inspector

Jenny Forbes

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 in a ground floor flat in Leigh-on-Sea, Essex. The whole of the premises and enclosed rear garden are used for childminding. She works with her sister, who is also a registered childminder.

The childminder attends local childminding groups and activities at the local children's centre. She visits the shops, library and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 11 children on roll, seven of whom are in the early years age group and they all attend for a variety of sessions. The childminder operates all year round from 7am to 7pm, Monday to Friday, except for holidays agreed in advance. She is a member of the Southend and Thurrock Children Come First Childminding Network.

What the setting needs to do to improve further

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

- offer children the opportunity to use the garden on a daily basis to provide interesting and challenging activities to support their natural curiosity.

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 the requirements of the Early Years Foundation Stage. She carries out regular observations and assessments to ensure children are making good progress in all the seven areas of learning. Children's starting points are discussed with parents on entry to the setting, and she has developed a computerised learning journal for each child giving details of their progress. The learning journals contain photographs of children carrying out activities and they are emailed to parents fortnightly. Parents are also provided with 'what I did today' books which give details of the children's personal care and developmental progress. This excellent communication tool gives parents confidence and assurance that their children's needs are being met.

Children are provided with a range of activities and experiences that support the prime and specific areas of learning. For example, communication and language skills are developing when they share a variety of books with the childminder. She asks many open-ended questions to stimulate children's thinking as she reads the stories and asks them to

identify what they can see. The childminder and her co-childminder develop activities from books and stories shared with children, such as a large rain forest collage that decorates the walls and ceiling of the playroom. Children remember how they painted and glued the paper leaves and animals to the structure with 'fantastic facts' captions contributed by older children sourced from the internet. The scene is further enhanced by inflatable animals suspended from the ceiling which capture the children's imagination. Children's physical development is supported when they roll out dough and prod with their fingers, seeing how the dough springs back or stays dented according to how much pressure they apply. Children are learning to take turns and share, which supports their personal, social and emotional skills. For example, when children wake from sleep and find others enjoying a snack they call out 'my turn' and eagerly scramble to see the healthy treats prepared for them. Children's understanding of the world is enhanced by the many activities provided for them to explore different communities and find out how other people live. Festivals and celebrations are marked by appropriate activities, such as making shamrock patterns for St. Patrick's Day and dragon masks for Chinese New Year.

Children practise their skills in expressive arts and design as they cover their paper in green paint to represent green pasture, and make patterns with cut out shapes. They are so engrossed in the activity that a blob of green paint appears on their nose and the childminder reminds them of a story once told about a monster with a wart, which stimulates their memory and cognitive skills. They listen carefully to the childminder's instructions and concentrate hard as they stick pieces of card together to represent sheep, and they glue cotton wool to their backs. The childminder extends the activity by asking questions about wool and how it is used. The children remember how family members use wool to make them a scarf. Through these activities children are learning how to concentrate, sit still and follow instructions, which gives them key skills necessary for the next stages in their learning as they make the transition to school.

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

Children demonstrate by their smiles and warm responses to the childminder that they feel settled and content in her care. Children form close relationships with the childminder and her co-childminder, and they show by their behaviour that they feel safe and happy. The childminder provides a secure and welcoming environment where children feel comfortable and at home. A very good range of resources are easily accessible for children to select which are appropriate for the ages of children who attend the setting. The childminder's setting is well-equipped with child-sized furniture and wipe-clean surfaces. The childminder is a good role model who leads by example. Therefore, children are happy and behave well in the setting. Children are provided with healthy and nutritious food that is freshly prepared and young children learn to be independent as they feed themselves with finger food, such as banana and toast. The childminder frequently offers praise for children's achievements, which supports their developing self-esteem.

The childminder keeps records of young children's care needs, such as nappy changes and feeding, to ensure that parents are provided with day to day information about the well-being of their children. Children learn to socialise and to separate from the childminder as she encourages their independence when they are taken to toddler groups. Children learn

self-care skills as they are encouraged to wash their hands after messy play and after using the bathroom. The childminder is alert to children's needs and recognises when they are tired and need to sleep. A separate room is provided for children to sleep and for changing nappies away from the activities of others. Children are taken to the local park, beach or play centres for exercise but do not have free access to the garden in cold or wet weather. This means that the use of year-round opportunities to provide interesting and challenging activities in this area, are not maximised.

The childminder carries out regular risk assessments to ensure that children remain safe at all times within the setting and on outings. External doors are kept locked, to ensure that children are protected and fire drills are carried out regularly to ensure the children know what to do if an emergency should arise. Children are safe in the setting because the childminder ensures that the children can see her, or her co-childminder, at all times, to ensure that they feel safe and confident. Children are well prepared for the next stage in their learning as the childminder provides them with the support they need to feel confident and ready for transition to school as she offers continuity of care at the end of the school day.

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

The childminder has a good knowledge and understanding of the areas of learning and how young children learn. She undertakes daily written observations, assessments and planning for the next steps in children's learning and development. She updates these regularly using an efficient computerised system of record keeping that can be shared regularly with parents. The childminder is highly motivated to continuously improve and develop her setting by undertaking training and receiving support from the local authority and other early years professionals.

The childminder and her co-childminder, have produced a mission statement for their setting that shows their commitment to quality childcare. The childminder is ambitious and she closely monitors the quality of the service she provides. Self-evaluation identifies the strengths and weaknesses of the setting and the childminder clearly demonstrates her drive for improvement. Parents' feedback is complimentary and families report how happy they are with the service provided. The childminder incorporates the views of parents and children in her plans for future improvements. Plans for improvement include the development of the lounge area to make it more inviting and comfortable for older children returning from school. The childminder works in partnership with parents to ensure that each child is developing to their full potential. She has forged strong links with the local pre-school and regularly exchanges information to ensure continuity of care for those children attending more than one setting.

Children are well safeguarded as the childminder has a good knowledge and understanding of procedures to follow should she have concerns about a child in her care. Policies and procedures are regularly reviewed and shared with parents. The childminder keeps up to date with safeguarding practice by attending additional training.

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 action. 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	EY450272
Local authority	Southend on Sea
Inspection number	884123
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	8
Number of children on roll	11
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, which are usually the childminder's 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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