

Inspection date

Previous inspection date

18/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 4

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

- The childminder has insufficient understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage, and how to apply them in daily practice in order to appropriately provide for children's welfare and support their learning and development.
- Observations are limited and are not used effectively to assess children's capabilities and plan for their ongoing progress.
- Healthy foods and good hygiene habits are not routinely promoted and children are not encouraged to have regular routines, for example, with regard to meals, to support their welfare and behaviour. Children have very limited opportunities to play outdoors and explore the world around them.
- There is no method of self-evaluation, therefore, areas requiring improvement are not identified and addressed.

It has the following strengths

- The childminder develops warm and caring relationships with children, sensitively supporting them with the transition into her home. Consequently, children are happy, confident and relaxed as they feel safe and secure in her care.
- Children have easy access to a broad selection of age appropriate toys and resources, enabling them to make their own choices. They have freedom to move and explore in the safe, welcoming and clean home.

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 lounge and playroom downstairs.
- The inspector checked other areas of the home that children have access to.
- The inspector spoke with the childminder at appropriate times throughout the inspection and discussed activities with her.
- The inspector looked at children's records, the childminder's written observations and a selection of policies.
- The inspector checked evidence of suitability and qualifications of the childminder.

Inspector

Hazel Meadows

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 children, aged 11 and four years, in a house in Walton-on-the-Naze, Essex. The whole of the home is available for childminding but children predominantly play in the playroom and lounge. There is an enclosed garden for outdoor play. The childminder attends activities at a local children's centre. She occasionally takes the children to the local play areas and to the beach. She is able to take and collect children to and from local schools and pre-schools. There are currently two children on roll. Both children are in the early years age group and attend on a part-time basis for a variety of sessions. The childminder offers flexible care all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays agreed in advance. She also offers overnight care. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- develop a greater knowledge and understanding of the requirements of the Early Years Foundation Stage and how to apply them in daily practice, in order to appropriately provide for children's welfare and support their learning and development
- assess children's progress across the seven areas of learning in relation to their age and stage of development by undertaking systematic observations and seeking parents contributions, and use this information to plan the next steps for each child
- ensure outdoor activities are planned and taken on a daily basis to offer children opportunities for fresh air and exercise and to broaden their understanding of the world
- update safeguarding procedures to cover the use of mobile phones and cameras in the setting.

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

- increase the promotion of children's health and hygiene by promoting healthy eating and implementing good hygiene habits and regular routines to improve children's welfare
- develop a systematic method of self-evaluation to highlight strengths and to ensure any weaknesses are swiftly identified and promptly rectified.

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

When children start with the childminder, there is some discussion with parents regarding their child's welfare and stage of development. However, starting points in children's learning are not sufficiently established. Therefore, the childminder does not effectively plan for their individual progress and build upon their existing knowledge and capabilities. The childminder has some understanding of focussing on the prime areas with young children. However, this is insufficiently applied to her practice to match children's needs, promote their progression and prepare them for the next stages in their learning and development.

The childminder has recently recorded a small number of one sentence observations on post-it notes. However, the observations are predominantly descriptive and lack purpose. They are not linked to the areas of learning and do not identify future areas for development. Children's progress towards the early learning goals is not clearly demonstrated. Written and unrecorded observations are not fully utilised to guide planning for individual children. Observations are not routinely shared with parents and parent contributions regarding their children's learning and achievements at home are rarely sought. The childminder is aware of her responsibility to complete a summary of progress for children aged two-years-old and is currently considering methods of recording these.

Children have few opportunities for exercise and to experience more of the world around them as they visit local play areas or the nearby beach. However, outings and exploration outside have been very limited over the winter months. Children are able to easily access the plentiful age-appropriate toys which are at their level, promoting their independence and exploration. All toys are clean and in good condition. Child-sized furniture enables children to play comfortably and toddlers have some opportunities for mark making as they use crayons and paper at the mini-table and chairs. Activities are supplemented by visits to a local children's centre, where children have opportunities to explore a broader range of creative media, such as, paint and play dough. Children have occasional opportunities to develop their coordination, as they play ball and they enjoy dancing to music and playing with a drum, which promotes their physical development and sense of rhythm.

Toddlers enjoy the company of the childminder's children and are being encouraged and supported to learn how to share toys and resources. The childminder is attentive to toddlers verbal and non-verbal communication and speaks regularly to them to promote their language skills. She sings songs with them and encourages them to sit and listen to a story book. They snuggle up to her as they look through books together. The childminder plays with the children at their level to try to focus their attention. However, the television, which is on throughout the inspection, is a constant distraction for the children.

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

Children are not well supported in developing a healthy lifestyle. Young children rarely play outside and have limited access to fresh air, natural daylight and exercise outdoors. The childminder has a garden with some ride-on toys but toddlers have not accessed this since she started caring for them. The home is very clean and organised but children are not routinely encouraged to develop an awareness of good hygiene. For example, toddlers hands are not washed before eating and they wander around with food, picking it up and putting it down around the home, and pick up and eat another child's cereal bar. Children's food is provided by their parents and the childminder, who offers food as required. However, the childminder does not sufficiently promote and encourage healthy eating. For example, a toddler is initially given sweets for snack and then a chocolate cereal bar, before eventually being offered a banana. Children are not encouraged to develop routines and positive habits. For example, regular meal times are not established and toddlers are not encouraged to sit down whilst they are eating, which would improve hygiene and minimise the risk of choking. The childminder does not offer sufficient

guidance on what is acceptable behaviour and gives limited reinforcement of reasonable boundaries. Therefore, toddlers are not adequately prepared for any future transitions to other settings.

Children are supported well with their transition from home into the childminder's care. Parents are encouraged to share information about their children and complete an 'All About Me' leaflet about their child's likes and dislikes and routines. Settling-in sessions are offered to enable children to get to know her and to feel comfortable and secure in her care. Children are relaxed and at ease with the childminder and her family, and have established secure attachments with her. They confidently approach her and freely explore the toys and resources available. Children remain secure when visitors arrive and soon confidently also approach them. Children are able to wander freely between the downstairs rooms as the childminder has made her home very safe, for example, stair gates are placed across the bottom of the stairs and across the kitchen doorway.

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

The childminder has completed a local authority approved training course, but does not fully understand and implement the Statutory Framework for the Early Years Foundation Stage. She has a range of guidance documents, including Development Matters in the Early Years Foundation Stage. However, she does not have sufficient understanding of the learning and development requirements and how to apply them in her practice. Therefore, monitoring of children's progress is not effective and does not adequately meet the needs of the range of children who attend.

The childminder is gaining experience but does not reflect on her practice in the light of the requirements and no self-evaluation is undertaken. Consequently, areas requiring improvement are not recognised, identified or addressed. She has some limited contact with other childminders to discuss practice but has not sought advice or support from local authority staff to help her make improvements. Positive and trusting partnerships are established with parents. The childminder promotes regular verbal communication with parents, although, the impact of this with regard to children's care, learning and development is limited.

Documentation is neat and readily accessible. The childminder predominantly uses forms from the Professional Association for Childcare and Early Years to support her administration of childminding. Required details are gathered about the children and written parental consents are obtained to ensure they are cared for according to their parent's wishes. She has a current first aid certificate and any accidents are clearly recorded. The childminder has completed safeguarding children training and has a safeguarding policy. However, the procedures have not been updated to include the use of mobile phones and cameras in the setting, as outlined in the Statutory Framework for the Early Years Foundation Stage. This is a breach of requirements on both the compulsory and voluntary parts of the Childcare Register. The childminder is watchful of the children and has taken steps to minimise potential hazards in her home. Children's

individuality is recognised and valued and the childminder has a positive and inclusive attitude to diversity. This is reflected in her policies and in a small selection of the activities and resources available.

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:

- update and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (Arrangements for safeguarding children)
- update and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children)

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	EY449480
Local authority	Essex
Inspection number	881320
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
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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