

## Inspection date

Previous inspection date

17/04/2013

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

- The childminder supports children's communication and language development. She engages them in lively, interesting conversations, uses repetition and many clear statements.
- Young children develop strong bonds with the childminder who they rely on for cuddles, reassurance and support in their play.
- The environment and resources are well organised and inviting for young children to play and learn.

### It is not yet good because

- Observations and assessments of individual children are not used effectively to identify the next steps in children's learning.
- Effective planning is not implemented consistently, in order to ensure sufficient challenge for all children, so that they make as much progress as possible.
- The childminder does not give parents enough information about how they can support their children's learning at home, in order to promote continuity in their experiences.
- Children's understanding that people have differing needs, views and cultures is not fully supported.

## 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 children playing in the downstairs area.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, planning documentation and a selection of policies, children's records, self-evaluation and written comments from parents.

## Inspector

Tina Mason

## **Full Report**

### **Information about the setting**

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged six, four and one year in Basildon, Essex. The whole of the childminder's house is used for childminding and there is a garden available for outside play.

The childminder takes children on outings to the local shops and local park. She is able to take and collect children from local schools, nursery and pre-schools.

The childminder currently has three children on roll, of whom two are in the early years age group. The childminder operates all year round from 6am until 7pm, Monday to Friday except for bank holidays and family holidays agreed in advance. Children are able to attend for a variety of sessions. 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:**

- use the information gained from 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
- improve the planning of the educational programmes to ensure that activities are differentiated to take account of children's individual learning needs and, therefore, offer challenging and enjoyable experiences in order to extend their learning
- improve the exchange of information with parents to involve them more in children's ongoing assessments of their learning and development, in order to provide continuity in their experiences and support children's learning at home.

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

- further develop children's understanding of similarities and differences, for example by increasing resources, such as role play materials, small world figures, books and visual images, available to them in their independent play.

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

Children make satisfactory progress in their learning and development. The childminder is developing her understanding of the Statutory Framework for the Early Years Foundation Stage. She is calm, sensitive and supportive of the children, engaging positively with them as they play. Her planning, observation and assessment systems are in the early stages of development. Her written observations of the children identify what the children enjoy and learn from the activities they engage in. However, the links between planning, observation and assessment are not yet firmly embedded to fully support her in identifying next steps and to consistently support children in achieving these. Also, children's learning is coincidental rather than planned for as activities are not differentiated and children are not being challenged in order to reach their full potential. Daily discussions and written diaries support the childminder and parents to exchange information about the children's routines, well-being and some achievements.

Children have sufficient opportunities to initiate their own play as toys and resources are easily accessible, which promotes their choice and independence. They learn to share and take turns as they play and receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem. The childminder provides activities that

support children's speech and language. For example, children enjoy looking at picture books and reading story books with the childminder. She encourages them to talk about what they are doing and challenges them to think, as she asks questions. Children, therefore, are learning to express their feelings and ideas well. Successful adult-led activities provide children with opportunities to categorise objects according to properties, such as size. For example, children enjoy problem solving with puzzles where they are asked to find the matching shape for the hole. This results in children being able to follow simple instructions and learning basic mathematical concepts, such as shape and colour. Children can use bricks to create their own simple structures and arrangements. Children enjoy taking part in art and craft activities, where they use their imaginations to create patterns.

Children have clearly established positive relationships with the childminder and come to her for cuddles and reassurance. The childminder interacts well with them to extend their learning; she sits on the floor and engages in their play. The childminder chats constantly with them and responds positively to young children's early sounds. The childminder helps children learn about living things during walks around the local community to foster their understanding of the world around them. However, children's understanding of similarities and differences is hampered because there are few resources, such as small world figures, role play equipment or visual images, to increase their awareness of different cultures, or people with disabilities.

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

Children are happy and settled. Parents supply useful information about children's individual needs when they first start and the childminder uses this to help the children form secure relationships with her. This helps to ease children's transition from home to the childminder's setting. Children benefit from the childminder's warm and friendly interaction, and feel comfortable and secure. The childminder's home is well equipped with a large range of toys and resources that are stored in low level storage boxes; this enables children to make informed decisions and choices about what they want to play with. The childminder attends to younger children's personal needs by following their home routines. She ensures that children wearing nappies are checked on a regular basis and changed when required. Older children are encouraged to become independent when using the toilet, with appropriate support from the childminder. Children enjoy healthy meals and snacks, such as fresh fruit and raw vegetables at snack time. The childminder prepares well-balanced meals and encourages children to taste new foods. She keeps a clear log of all accidents, which happen to children in her care and any medication administered.

Children are learning to live healthy lifestyles. They benefit from fresh air as they go on daily walks to and from school. They visit local parks, toddler groups, and soft play areas and play in the childminder's garden. These activities help to develop the children's physical skills, as well as an understanding of the local area. Children are safe within the home; for example, they are involved in regular fire evacuation drills to develop their awareness of fire safety and know what to do in the event of an emergency. The childminder teaches them the importance of road safety when out and about walking

around the community. The childminder is a suitable role model and she uses consistent strategies and age-appropriate explanations to provide children with a clear understanding of acceptable behaviour. She encourages good manners and helps children to take care of their environment and resources by tidying up together when they have finished playing. Children are welcomed into a warm and caring environment, where they are all valued and included. The childminder is committed to providing an inclusive childminding provision for all children. The home is made welcoming and inviting to children. Praise and celebrating children's achievements have a positive impact on children's self-esteem.

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

The childminder has a sound understanding of safeguarding procedures relating to child protection, which helps her keep children safe from the risk of child abuse. She has up-to-date information about the Local Safeguarding Children Board guidance and keeps contact details of relevant agencies easily accessible. She ensures her home is clean and safe through effective daily risk assessments and is conscientious about supervising children as they play. As a result, children play in a safe and secure environment.

The childminder has established, in general, effective partnerships with parents and this ensures that she is well informed about each child's individual requirements. She collects information about their routines and preferences when children first start with her to help them settle quickly and feel comfortable in her home. Daily discussions with parents ensure they receive useful information about their child's day and individual care routines. However, the childminder has not yet established a system of sharing children's learning and development with the parents so that they know how their children are progressing and can support their child's learning at home. While the childminder is not currently caring for children who attend other early years settings, she is aware of the importance of establishing positive links with other practitioners who deliver the Early Years Foundation Stage, for consistency in children's care and to prepare children for their transitions.

The childminder is currently updating her knowledge and understanding of the learning and development requirements of the revised Statutory Framework for the Early Years Foundation Stage. However, at present, the system of observation and assessment is not yet fully effective to monitor and support children's individual progress through the Early Years Foundation Stage. The childminder uses self-evaluation to assess the effectiveness of her practice. She seeks support and advice from other early years professionals. This enables her to prioritise areas for future development to promote continuous improvements.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY448311
<b>Local authority</b>	Essex
<b>Inspection number</b>	881318
<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>	3
<b>Number of children on roll</b>	2
<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, 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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