

Inspection date	11/03/2013
Previous inspection date	28/01/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 young children's communication and language development well by introducing a good range of words, and giving clear explanations about what they are doing.
- Children are confident, secure and comfortable in the childminder's welcoming home.
- The childminder provides healthy home-cooked meals and snacks, thereby supporting children's awareness of healthy lifestyles.
- Children feel safe, secure and happy with the childminder and arrangements for safeguarding the children are sound.

It is not yet good because

- Observations of individual children's development are not analysed in order to understand what children can do and need to do next.
- 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.
- The range of sensory experiences is not varied enough for babies and young children to explore and investigate.

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 by Ofsted in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children aged 14, 10 and six years in Basildon, Essex. The whole of the childminder's house is used for childminding and there is an enclosed 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 five children on roll, of whom one is in the early years age group. The childminder operates all year round from 7am to 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 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:

- 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 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:

- increase opportunities for children to explore media and materials, for example, by providing a range of materials, resources and sensory experiences that enable children to explore colour, texture and space.

Inspection judgements

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

Children are making satisfactory progress in their learning and development. The childminder has a sound understanding of children's development and is increasing her knowledge of the Early Years Foundation Stage. Each child has a learning journey folder, which includes written observations and photographs. However, the information gained from observations is not being used to identify how much progress minded children are making in their learning. In addition, the childminder does not use this information effectively to assess children's next steps in their development. Consequently, the childminder does not ensure that the activities planned offer good levels of challenge for all children. The childminder gathers information from parents about the children's starting points during their settling in sessions. 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, this promotes children's choice and independence. Young children are curious, eager to learn and developing increasing levels of concentration. These skills help to prepare them for the next stage in their learning and ultimately school. Children are learning to have a love of books as the childminder regularly reads to them. They cuddle up to the childminder as she reads their favourite picture books. She effectively involves children in the activity, by asking them questions about what they see in the pictures. This promotes good communication and language skills with children and they begin to learn new words such as eyes, nose, mouth and ears. Children enjoy looking at books and are beginning to turn pages correctly. Children have few opportunities to enjoy art and craft activities, or activities that provide them with sensory experiences, such as gloop, sand and water. As a result, children do not fully explore a wide range of different media and textures.

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. Some adult-led activities provide children with opportunities to categorise objects according to properties, such as size. For example, children enjoy playing with the sorting box 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 are able to use large bricks to create their own simple structures and arrangements, as they begin to learn to stack bricks up on top of each other to make a tower. Children are developing the knowledge, skills, and understanding that help them to make sense of the world. This is supported through the childminder offering opportunities for them to use a range of tools safely, encounter creatures, people, plants and objects in their natural environment and real life situations. For example, older children are able to examine change over a period of time as they grow carrots and other vegetables in the garden. The childminder provides opportunities for children to learn about similarities and

differences between each other in a diverse society by celebrating some festivals and through the use of books and resources.

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

Children settle well with the childminder, who provides plenty of cuddles, praise and encouragement. Parents supply useful information about children's individual needs when children 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. The childminder encourages children to be considerate to others through good opportunities to share, take turns and play cooperatively. Children are at home in their surroundings and are becoming more aware of their own safety as they receive gentle reminders as they play. 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. Praise and celebrating children's achievements have a positive impact on children's self-esteem. 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 play in the childminder's garden. These activities help to develop the children's physical skills and as well as an understanding of the local area. Children benefit from a good, healthy and nutritious diet supplied by the childminder. They develop their self-care skills and independence as they feed themselves using spoons and forks and drink when thirsty from their own beaker. There are good hygiene arrangements and children settle quickly to have their nappies changed. Children are developing good hygiene skills from an early age, as they know to wash their hands before eating snacks and meals. Children are developing good skills to help their transition when they move onto other settings.

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

Arrangements for safeguarding children within the setting are satisfactory. A recent serious incident required Ofsted to set a condition banning a named individual from the childminder's premises. The childminder took immediate action to make sure children were safe, cooperated fully in the resulting investigation and has a secure knowledge and understanding of safeguarding procedures. Children are closely supervised at all times and appropriate procedures are in place to protect children from unvetted persons. The childminder has compiled a satisfactory range of policies and procedures that inform parents about the service she provides. Confidentiality is maintained and documents are kept secure and are suitably organised. Incident and medication records are in place and

the childminder holds a current first aid certificate. This ensures that all children are cared for in an emergency without delay. The environment is safe and the childminder is proactive in minimising any risks to children through completing risk assessments and safety checks, which are carried out on a daily basis. Risk assessments of all outings are also carried out and this promotes children's safety when out and about with the childminder.

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. Whilst 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, an effective system of observation and assessment is not yet in place 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 and has addressed the action and recommendation made at her last inspection. 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 **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	EY308474
Local authority	Essex
Inspection number	901259
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	28/01/2009
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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