

Inspection date

10/05/2013

Previous inspection date

09/09/2008

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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 does not gather information at induction relating to children's developmental starting points so that their progress can be effectively monitored.
- The childminder has a poor understanding of the prime and specific areas of learning, which results in weak practice.
- Observation and assessments are not used effectively to identify the next steps in the children's learning and development. As a result, children do not make best progress.
- The childminder does not complete the required progress check for children aged two and as a result, parents do not have a clear picture of their child's development.
- The childminder has not updated her knowledge of procedures for safeguarding children regarding the use of mobile phones and cameras in the provision.
- The childminder has not implemented a self-evaluation process to identify strengths of her provision and a plan is not available to address weaknesses and areas for improvement.

It has the following strengths

- Young children develop appropriate bonds with the childminder who they rely on for cuddles and reassurance and support in their play.
- Children enjoy benefits of fresh air and exercise as they play in the garden and go on regular trips to the park to promote their well-being and physical development.

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 planning documentation and a selection of policies, children's records and the childminder's self-evaluation.

Inspector

Tina Mason

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 husband and two adult children 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 park. She is able to take children to, and collect them from local schools, nursery and pre-schools.

The childminder currently has five children on roll; of these three are in the early years age group. The childminder operates all year round from 6.30am to 8.30pm, 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:

- develop understanding of the learning and development requirements, giving priority to educational programmes for the prime and specific areas of learning, in order to provide a challenging and enjoyable experience for all children
- improve children's learning and development by establishing children's starting points and assessing each child's progress across all seven areas of learning in relation to their age and stage of development and use this information to plan challenging next steps in learning for each child
- ensure that parents are provided with a short written summary of their child's development in the prime areas when they are aged between two and three years, identifying the child's strengths and any areas where their progress is less than expected
- update knowledge for safeguarding children regarding the use of mobile phones and cameras in the provision
- conduct a risk assessment of the premises that identifies aspects of the environment that need to be checked on a regular basis.

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

- implement processes for self-evaluation in order to identify areas for development and put in place an action plan for improvement, seeking views of parents and children as part of the process.

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

The childminder has an inadequate understanding of the Early Years Foundation Stage and how to promote the learning and development of children. As a result, children's development is not promoted well enough across all seven areas of learning. Activities are not planned with their learning and development benefits in mind. Therefore, children do not adequately develop the range of skills necessary for their readiness for school, when the time comes. The childminder does not carry out effective observations of the children during their play, which means she is not able to effectively identify children's individual learning and plan for the next stages in their development. As a result, activities and play experiences provided for children are not suitably challenging and are not directed

towards their individual needs. This hinders the progress they are able to make.

The childminder gathers information from parents about children's care needs when they first start with her, such as their eating and sleeping patterns, family background and if they have any medical requirements. This ensures children's care needs are met. However, she does not gather information from parents about what their child can already do in terms of their learning and development. This prevents her from having a clear understanding of the child's developmental starting points so that she can monitor their progress effectively. The childminder is unaware of the required progress check at age two for each child that must be completed when a child is aged between two and three years. As a result, parents have not been provided with a short written summary of their child's development in the prime areas of learning in accordance with requirements. This means that the monitoring of young children's developmental progress is not fully effective and their strengths and any areas where the child's progress is less than expected are not fully identified.

While the childminder is not planning activities to ensure children are sufficiently challenged, they do enjoy a range of experiences and enjoy some learning through play. For example, children's creative and expressive development is nurtured as they participate in a soft dough activity. They create a range of models using tools, cutters and presses. Children enjoy making marks with a selection of coloured paints, pencils, crayons and enjoy using the chalk board in the garden. They engage in imaginary play as they play with the toy vehicles in the sand tray. Children are able to make some choices, for example, they self-select toys made available in clear storage boxes. Children are developing positive language skills because they enjoy talking to the childminder throughout the day about what they are doing and what they want to do next. Children's physical development is encouraged because they regularly play in the garden. For example, they are encouraged to investigate the effects of wind as they run around the garden popping the bubbles made by the bubble machine.

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

Children are welcomed into a warm and caring environment, where they are all valued and included. They are helped to feel safe and secure in the setting, through the childminder establishing warm, trusting relationships and familiar routines. For example, the childminder cuddles and offers reassurance to children when they feel unwell. The childminder has informal daily discussions with parents at the end of the day about what their child has done, care needs and routines. However, the childminder's lack of understanding of the learning and development requirements, including how children learn, inhibits how well children can learn and develop. Appropriate behaviour management approaches are used by the childminder. In the event of behaviour problems, the childminder uses calm discussions, removing a child from the situation and offering alternatives, so giving children guidance for acceptable behaviour.

The childminder's home is equipped with an adequate selection of toys and resources that are stored in low-level boxes. This enables children to make informed decisions and choices about what they want to play with. The childminder promotes the children's

independence by allowing them to get their own drinks and to take themselves to the toilet. Children are encouraged to develop healthy lifestyles because the childminder follows appropriate hygiene procedures and practices which meet the children's physical, nutritional and healthcare needs. They are encouraged to wash their hands after using the toilet. Children go on daily walks around the community and visit local parks. They attend local toddler groups where they learn to be sociable with others and to begin to understand about their local area. This suitably prepares them for transitions to other settings.

Children enjoy many opportunities to be physically active, which encourage an understanding about how fresh air and exercise contributes to a healthy lifestyle. They make the most of community facilities and use the back garden. Activities encourage dexterity and body awareness as children learn balance, ball skills and coordination. Parents provide their children with all daily snacks and meals and the childminder provides drinks of juice, water and milk. The childminder encourages an understanding of healthy eating by urging parents to provide healthy foods in their lunch boxes. Children are taught about being aware of their own safety within the home and on outings. 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 effectiveness of the leadership and management of the early years provision

The childminder has insufficient knowledge and understanding of both the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, some legal requirements have not been met, including those in the Childcare Register. For example, the childminder has not updated her knowledge regarding information about the use of mobile phones and cameras, as detailed in the Statutory Framework for the Early Years Foundation Stage. This is a requirement of the Early Years Register. In addition, she has not carried out the required assessment process relating to the progress check at age two and therefore, has not shared this information with parents. Although the childminder is aware that children learn through play, she has not developed her knowledge effectively to ensure that children are fully supported in all areas of their learning and development. As a result, children make insufficient progress. Observations and assessments are not effective in gaining an accurate understanding of children's abilities and starting points. Consequently, children are not provided with rich learning experiences to enable them to make as much progress as they can.

The childminder demonstrates an appropriate understanding of her responsibilities with regard to protecting children. She has attended appropriate safeguarding training and has information to hand regarding the processes to be used if she has concerns about children in her care. All adults living on the premises or working with children are appropriately vetted and proof of their clearance is held on file. 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. The environment is safe and secure. However, this is incidental as the

childminder does not undertake an adequate risk assessment of her home as required.

The childminder has started to implement self-evaluation processes to review her provision. However, this is quite weak and has not resulted in positive changes for children or ensured legal requirements are met. The childminder does not have a clear improvement plan to support her in making changes that will result in identified benefits over a period of time. The childminder collects children from school at the end of the day and is beginning to develop links with other early years professionals for consistency in children's care and to prepare for their transitions. The childminder works generally well with parents to support children's needs and shares information about their experiences on a daily basis.

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:

- undertake a risk assessment of the premises and equipment at least once in each calendar year (Suitability and safety of premises and equipment) (both parts of the Childcare Register).
- take action as specified above (Suitability and safety of premises and equipment).

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	EY313651
Local authority	Essex
Inspection number	820426
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	09/09/2008
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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