

Inspection date

Previous inspection date

01/07/2013

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

- Children participate in a broad range of learning experiences, provided by an experienced childminder and her assistants.
- Children's knowledge of keeping healthy is effectively promoted, for example, they are encouraged to eat nutritious foods, drink fresh drinking water and participate in outdoor activities.
- Parents comment positively on the effective identification of their children's individual needs and the early interventions that the childminder has put in place to support them.
- Children enjoy expressing themselves through creative and messy play experiences.

It is not yet good because

- The childminder's assistants are not always effectively deployed to allow for groups of children to be cared for separately, in order to best meet their individual needs.
- At times, there are not enough highchairs for the number of children requiring them and sleeping arrangements are not fully conducive to meet all children's needs.
- Children have fewer opportunities to explore mathematics when playing in the garden.
- Links with other early years settings where children also attend are not robust enough to promote effective partnership working.

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 playrooms and garden and viewed all areas of the home.
- The inspector held discussions with the childminder, her assistants, parents and children at appropriate times throughout the inspection.
The inspector looked at a selection of records including children's personal details, information about their learning and progress, written policies, accident and medication records, information about the childminder and her assistants' qualifications and proof of the checks carried out to assess their suitability.
- The inspector sought the views of a number of parents spoken to during the inspection.

Inspector

Lynn Hughes

Full Report

Information about the setting

Fun for Kids Home from Home was registered as childcare on domestic premises in 2013. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a house in the Weeley area of Clacton on Sea, Essex and is owned and managed by a registered childminder, who also operates as a childminder from these premises. The setting serves the local area and is accessible to all children. It operates from the whole of the ground floor of the premises and there is an accessible garden available for outdoor play.

There are 10 members of childcare staff. One of whom is the childminder and nine are her assistants. Of these, seven hold appropriate early years qualifications at level 2, 3 and 4.

The setting is open from Monday to Friday for 50 weeks of the year. Children can attend between 6am until 6pm. Children attend for a variety of sessions. There are currently 21 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure staffing arrangements meet the needs of all children, by deploying assistants effectively, to ensure group activities are beneficial to children of all ages
- ensure the setting is equipped with enough furniture and equipment to allow children to eat, relax and sleep in comfort.

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

- develop opportunities for children to explore numbers in the outdoor environment, for example, by putting a number label on each bike and a corresponding number on a parking space or by displaying numerals in purposeful text, such as, how many children can play in a specific area
- improve links with other early years settings, which children also attend to enhance greater partnership working, for example, by sharing information about children's development and enabling all parties to contribute towards children's next steps in learning.

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

The childminder and her assistants demonstrate a secure understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. This enables them to deliver a programme of activities, which helps all children, including those with special educational needs and/or disabilities, to make sound progress across all areas of learning. Children are encouraged to guide their own play and learning and to make choices. They safely access resources from the low-level storage units and are reminded about the importance of returning these to their correct place before taking something else out. The childminder has a good knowledge of the children attending and she and her assistants follow their interests well. For example, confident children use the bottom of the patio doors to demonstrate their balancing abilities. An assistant sees this and asks whether they would like the balancing beams out in the garden to practise their skills further.

Clear systems are in place to observe and record children's progress. Key persons use their observations of the children's achievements to follow their progression and to plan effective next steps to help them to move forward. 'All about me' books are used to keep a photographic account of the children's time at the setting and to show their participation

in a wide range of planned and freely chosen learning experiences. Parents are encouraged to view these and to contribute towards identifying their child's next steps in learning by sharing their home achievements with their child's key person.

Children's language skills are encouraged by adults using clear and appropriate language to explain and support their learning. Adults use effective questioning skills to help children to think critically about what they are doing. They promote the characteristics of learning, encouraging children to be motivated, excited and stimulated. Children enjoy expressing themselves creatively and imaginatively. For example, an activity of cutting slices of bread with scissors to promote scissor control looks as though it has reached its conclusion, when each child has neatly cut their bread into tiny squares. With adult assistance they think about what they might do with the bread next, for example, giving it to the birds or ducks. A suggestion is made that they might like to make bread pudding with it and their plates of cut up bread are carefully carried into the garden. They are placed in large bowls and jugs and water is added. The children enthusiastically participate in the stirring and mixing of the mixture to create their bread pudding. Such good fun is had by all that adults encourage the children to think about what other ingredients they might like to add to their mixture. This results in rice, pasta and then flour being added. Much discussion takes place around what the children are making; what it feels, looks and smells like.

Children enjoy learning in the outdoor environment, which generally provides them with fun, interesting resources and experiences. However, not all areas of learning are effectively promoted in the outdoors. For example, children have fewer opportunities to freely explore numbers, mathematics and counting when playing in the garden.

Children enjoy using the selection of pens, crayons, chalk, paint and water to make marks from an early age. Older children are beginning to develop letter formation and are linking sounds to letters. Children are encouraged to recognise their names from name cards, used at various times throughout the day. They participate in using signs and symbols to assist with effective communication. Children are appropriately prepared for their next stage of learning as the childminder and her assistants encourage them to develop their independence, to become familiar with new adults and to develop self-care skills, such as putting their shoes on and off when they come in from or return to the garden.

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

Children form close and caring relationships with the childminder and her assistants. They enter the setting confidently and part from their parents or carers with ease. A key person system is in place to ensure each child has a special person to support their needs and to work in partnership with parents. Parents provide the key person with clear information about their children's home backgrounds, interests and starting points. The key person uses this information to develop a secure knowledge about that child and how they will tailor their learning experiences to meet their individual requirements. Children become independent as they are provided with good opportunities to freely explore the environment and to make choices over their play. All adults working at the setting act as good role models, demonstrating good manners and encouraging children to be kind and

considerate towards each other. Children behave well and understand the setting's rules and boundaries. Effective routines enable children to understand what is happening next. Adults gain children's attention, wait for them to be quiet and then explain clearly what will happen next, for example, 'five minutes until tidy up time'.

Children's safety is considered throughout the setting. The childminder and her assistants ensure the environment is safe, clean and well organised. They encourage children to learn about taking risks, for example, by negotiating the three concrete steps between the two levels of the garden or using scissors to cut up slices of bread. Children develop knowledge about keeping healthy through topics, appropriate activities and discussions. They enjoy healthy and nutritious snacks and meals and remain well hydrated as they freely access fresh drinking water throughout the day. Children have constant access to the garden, which allows them to experience fresh air and exercise as well as learning in an outdoor environment. Children understand and can articulate the importance of wearing hats on sunny days and having sun cream applied.

The setting is welcoming, attractive and fun. Children move confidently around the rear rooms of the property and independently use the toilets and hand-washing facilities. The room at the front of the house is used for quiet activities, sleep times or to meet the needs of younger children. Generally the provision is well resourced with a good range of toys and play equipment. However, due to an influx of numbers, the childminder does not have enough appropriate equipment to effectively meet the needs of all children. For example, two high chairs are available, when four younger children who require the use of a highchair for their meals are present. Pushchairs are currently being used to seat these children. There are also no cots or mattresses currently available to enable younger children to rest comfortably and, as a result, they sleep in pushchairs. This is not conducive to meeting their needs and providing them with appropriate furniture and equipment to meet their requirements.

In preparation for transition to school, the childminder provides children with a range of school uniforms for each of the schools that they are likely to be attending. They talk about going to 'big school' and the childminder and her assistants often arrange visits to the various schools with the children so that they can become familiar with their new surroundings in the care of a trusted adult who they know well.

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

The setting is run by an experienced childminder who works with a number of assistants. The childminder retains her childminding registration as well as the registration for this setting. Many of the children currently attending were in the childminder's care prior to this change of registration and premises in March 2013. The childminder takes responsibility for managing the setting and oversees the day to day organisation, staffing rotas and attendance of children. She has effective systems in place for monitoring the educational programme. This ensures that children receive play and learning experiences, which are challenging, stimulating and overall tailored to meet their individual needs. All of the childminder's assistants participate in devising the weekly planning, based on the

interests of children from the previous week. The childminder reviews this to assess the effectiveness of the range of activities.

The childminder and her assistants demonstrate a suitable knowledge of how to safeguard and protect the children in their care. They regularly update their safeguarding knowledge through appropriate training courses and discuss current safeguarding policies in their team meetings. The childminder has informed Ofsted of all newly appointed assistants and provides the relevant information required to check their suitability. Appropriate adult to child ratios are maintained and those assistants who are awaiting confirmation of their suitability checks are never left unsupervised with minded children. There has been an increase in new assistants recently, as the childminder's business has grown, which has resulted in some adults working with the children, but not having full clearance. This has impacted on the way in which the setting can operate. For example, large group activities are organised to ensure that assistants who are fully cleared are working alongside those who are not. While this is conducive to some children's needs, it is not always an effective way of caring for the younger children, who do not benefit from large group times. Risk assessments and daily safety checks are carried out each day to ensure that minded children remain safe indoors and outdoors. Good security procedures ensure that the childminder and her assistants effectively monitor all visitors to the premises.

The childminder and her assistants are beginning to review and evaluate the setting to enable them to drive improvements. They have a clear understanding of their strengths and areas for improvement and are constantly reviewing the working practices to ensure that they are suitable and appropriate. Parents are asked to contribute towards the setting's self-evaluation process by completing regular questionnaires and by providing daily feedback to the childminder and her team of assistants. The childminder encourages all of her assistants to pursue their professional development. She conducts annual appraisals with each of them to assess their training needs, strengths and interests. More regular supervision meetings are used to support individual assistants in their day to day work.

Parents enthusiastically compliment the childminder and her assistants. They feel that their children are very settled and happy and make very good progress. They enjoy the warm and caring relationships they and their children develop with the childminder and her assistants. A number of parents feel that their children have greatly benefited from the early identification of their needs by the childminder and the interventions she has helped to put in place to support them. For example, children who were experiencing speech delay were effectively referred for speech therapy, have been receiving this and are now signed off from the speech therapist's support, prior to attending school. The childminder and her team have established some good links with the local schools and some of the other early years provisions in the area. However, these links are not consistent. Therefore, communication with some other early years settings where children attend is not robust enough to enable them to share relevant information about children's learning and for all parties to contribute towards identifying children's next steps in learning.

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
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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	EY454995
Local authority	Essex
Inspection number	903842
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	34
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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