

Inspection date	19/04/2013
Previous inspection date	28/01/2010

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

- Children are happy and confident in the care of the friendly and approachable childminder. The childminder interacts well with children, actively encouraging them to talk, as a result their communication skills are developing well.
- Children develop secure relationships with the childminder, as her effective transition arrangements help children to form strong attachments, feel safe and behave well.
- Children move confidently around the areas of the childminder's home, which are accessible to them as the childminder provides them with an enabling environment. She promotes independence and encourages children to make choices and decisions about their learning.

It is not yet good because

- The childminder does not have robust procedures in place for ensuring that all adults living on the premises aged over 16 years have had their suitability checked.
- The childminder is beginning to use self-evaluation to review and evaluate her provision, however, this is not yet rigorous enough to enable her to identify areas for improvement, monitor the effectiveness of the educational programme or review training needs.
- The childminder does not share information about children's learning and development with the other early years settings minded children also attend, in order to complement and extend the learning that is already taking place.

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 viewed all areas of the premises used for childminding.
- The inspector held discussions with the childminder and minded children at appropriate times during the inspection.
The inspector looked at a selection of records including children's personal details, information about children learning and development, accident and medication records, risk assessments, information about the suitability of adults living on the premises and a range of other relevant documentation.
- The inspector took account of the views of parents through written comments on the childminder's documentation.

Inspector

Lynn Hughes

Full Report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 15 and 18 years in a house in Wickford, Essex. The whole of the ground floor and the rear garden are used for childminding. The family has a dog and a rabbit as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays. She 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:

- put in place effective procedures to ensure all adults living or working on the premises are suitable and have been checked with the Disclosure and Barring Service
- improve the arrangements for information sharing and partnership working with other early years settings where minded children also attend, in order to identify children's needs, complement the learning already taking place and support them in making progress.

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

- develop reflective practice through careful monitoring, analysis and self-challenge so that self-evaluation effectively informs priorities for change, monitors the delivery of the educational programme and raises the drive for improvement.

Inspection judgements

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

The childminder demonstrates a secure understanding of the children in her care and how they learn. This helps her to provide children with a well-resourced and exciting range of equipment and activities. The childminder observes children's play and learning, recording their achievements in well-presented learning journals, which are shared with parents. These are then used to plot progress and identify what children need to learn next. However, there are no secure methods for reviewing and monitoring the effectiveness of this process so that the childminder can check that her decisions are correct and planning for future learning activities are well matched to children's learning needs. As a result, the educational programme and assessments of progress may not be rigorous enough to identify all circumstances where appropriate interventions may be needed.

Nevertheless, some aspects of the childminder's practice are effective. Children participate in both planned and freely chosen learning experiences, which the childminder tailors to meet their individual interests and learning styles. The childminder builds on children's initiated play and extends their thinking, for example, through interesting role play. For example, a clear and well-considered phone call to the children's hairdressing salon, provides an opportunity for the childminder to pretend to visit the hairdressers to have her hair cut, coloured and blow dried. Children act out this scenario, by determining who will be the receptionist or the hair stylist. The receptionist greets the childminder and tells her that her hair stylist is waiting for her. The childminder and children then enter into a lively discussion, rich in vocabulary and very appropriate to the situation. The range of role play resources provided to support this play, mean that the children have everything they need on hand to extend their game. Once the childminder has been made to look beautiful, she pays the receptionist and states how happy she is with her hair. The game changes course slightly as the childminder then asks whether she can work at the salon as an apprentice. The children agree and quickly find her a dolls head with long flowing hair to practise on. They direct her, telling her what they want her to do. The childminder follows their directions, conversing effectively with them throughout the game. Children thoroughly enjoy the close and caring interaction they receive from the childminder, who intervenes at appropriate times to support their learning.

Children are very proficient speakers, communicating well with the childminder and with each other. They are confident and articulate their feelings through play and everyday activities. They approach the childminder with ease and ask her for a cuddle when feeling tired or upset. The childminder encourages children to become independent and to make choices and decisions over their learning. They demonstrate clear characteristics of learning, for example, they are keen, motivated and excited by the selection of activities on offer to them. The well-resourced and exciting environment, enables them to explore safely. Children practise literacy skills when they use drawing resources to make lists and to record the childminder's name, for example, during their hairdressing game. Their participating in and extension of role play situations, demonstrate children's knowledge of the world as they re-enact real and imaginary aspects of their life. Children express themselves when they paint, draw, create collages and explore messy play, such as,

'gloop' and dough. They enjoy music by dancing and moving in different ways.

Children are generally well prepared for their next stages of learning. For example, they are independent, understand the importance of listening to directions and know how to follow instructions. Younger children are provided with good opportunities to become familiar with 'big school' as they regularly take and collect children from school.

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

Children are comfortable, settled and content in the childminder's care as the childminder has effective settling-in procedures. She works well with parents to help children to settle and become confident in her care. Children form very good relationships with the childminder and their peers and treat each other with kindness and care. However, the childminder is not yet effectively monitoring and tracking children's care arrangements to ensure their well-being is always fully supported. For example, she has breached a requirement of the welfare and safeguarding aspects of the Statutory framework for the Early Years Foundation Stage, with regards to ensuring that all adults living on the premises are suitable. This impacts on how well the childminder is able to promote children's overall well-being.

The childminder actively encourages children to become independent by making her home and resources accessible. Children's self-esteem and confidence is promoted by the childminder constantly praising children and reminding them how well they have done. Children behave well, as they clearly understand the childminder's simple house rules and follow them. They demonstrate a clear sense of belonging in the childminder's home, demonstrated by the way in which they confidently move around the environment and approach the childminder. Children independently access the ground floor toilet and hand-washing facilities.

Children enjoy a range of snacks and meals during their day, which are planned and prepared to provide children with healthy and well-balanced choices. They sit together and share snack and mealtimes with the childminder, who uses these times to chat quietly about children's likes, dislikes and home life. Children have access to fresh drinking water at all times, to ensure that they remain well hydrated. The childminder encourages children to consider activities and practices which help them to remain fit and active. They talk about things which are good for them and regularly experience fresh air and exercise. Children enjoy outdoor experiences in the childminder's garden and when they go for walks in the local area. Children learn about keeping safe as they follow the childminder's clear directions, such as walking sensibly along the road and following clear road safety rules.

The childminder supports children in their transitions, by working closely with parents to provide clear methods of communication, which aide smooth transitions between the two settings. Methods for building children's confidence in meeting new people and embracing new experiences is considered and acted upon. For example, the childminder takes

children out into the environment, regularly meets with other registered childminders and makes use of local attractions and facilities.

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

The childminder delivers a well-considered programme of activities to the children she cares for, which generally help them to make progress towards the early learning goals. However, monitoring and reflective practice is not used effectively to review and evaluate all aspects of her provision, and this results in some aspects of practice being weaker than others. She attends core training, required to become a childminder, and has some plans in place to further enhance her knowledge through literature and training events. The childminder works alone and does not employ an assistant.

The childminder demonstrates appropriate knowledge of safeguarding children. She has completed an on-line safeguarding course, and is aware that she needs to complete a local authority approved training course to enhance her safeguarding knowledge. However, not all adults living in the childminder's household have undergone appropriate vetting to check their suitability. The childminder did not follow appropriate procedures when her son reached the age of 16 years to ensure that the required checks were carried out through the Disclosure and Barring Service. This means that a legal requirement relating to the Early Years Register and both parts of the Childcare Register is not met. However, the risk to children is minimal because the childminder's son is not usually present while children are being minded and appropriate steps have now been taken to address this issue. Children play in a safe environment, as the childminder regularly risk assesses her home, garden and outings.

Parents are provided with clear written information about the childminder, her provision and the service she offers. They are kept informed about their children's day, verbally and through the effective sharing of their learning journals. The childminder has some links with other early years settings, which children attend and shares some information about children's progress with their key persons from these settings. However, these links are not consistent across all early years settings, which children attend. This results in the childminder not being able to effectively complement the learning, which takes place in all areas of the children's lives.

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:

- ensure all adults living on the premises or in regular contact with children are suitable, which must include obtaining a check through the Disclosure and Barring Service. (Compulsory part of the Childcare Register)
- ensure all adults living on the premises or in regular contact with children are suitable, which must include obtaining a check through the Disclosure and Barring Service. (Voluntary part of the Childcare Register)

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	EY305332
Local authority	Essex
Inspection number	888641
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	28/01/2010
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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