

## Inspection date

Previous inspection date

12/09/2013

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 consistently incorporates the seven areas of learning into play so that children participate in a broad range of activities to promote their enjoyment.
- The environment is a safe and welcoming space, where children's safety is assured.
- Suitable partnerships with parents are established, this ensures that parents are informed about their child's care and learning experiences.

### It is not yet good because

- The links between children's activities and their assessments are variable, therefore, activities do not always sufficiently extend children's learning.
- Children's understanding of healthy eating is not effectively promoted as children do not always have healthy drinks, snacks and meals.
- Self-evaluation does not robustly identify areas for improvement to ensure targeted change can be achieved and it is measurable.

## 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.
- The inspector spoke with the childminder about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures which included complaints and safeguarding.

## Inspector

Lisa Paisley

## Full Report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged six and two years in a third floor flat in Grays, Essex. The whole of the premises are used for childminding.

There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am until 6pm, Monday to Friday, except bank holidays and family holidays.

### What the setting needs to do to improve further

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

- improve the use of observations and assessments so they clearly inform planning in order to consistently tailor activities to children's individual learning needs.

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

- review the provision of food and drinks to ensure that healthy eating is more consistently promoted
- develop self-evaluation to ensure clear targets are identified to promote effective changes within the childminding provision.

## Inspection judgements

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

The childminder has a sound understanding of the Early Years Foundation Stage. As a result, children make satisfactory progress in their learning and development. The childminder plans a suitable range of activities to consistently cover the seven areas of learning to support children's learning and development. Her observations generally evidence what children can do and the childminder's assessment of children's stage of development is accurate. For example, the childminder identifies children's interests and next steps in their learning. However, these are not consistently used to inform planning and ensure activities are closely tailored with regards to children interests and their learning. The childminder shares children's development records with parents and there is

a daily diary in place to keep parents and carers informed and support children's play and learning in the home.

Children are generally confident and happy in the home as they take part in a range of activities that are offered. Children particularly enjoy playing with the dolls as they show how to care for them. Children are confident talkers because the childminder asks questions during daily routines and activities which encourage them to think and talk about what they are doing. For example, during creative play the childminder asks children to name colours and shapes. Children have suitable access to range of books and stories and they spend time with their friends looking at the pictures and talking about stories.

Children's physical development is promoted through regular walks to the park, school and activities at the nearby beach. They particularly enjoy jumping, skipping and dancing in the lounge area in which the children soon became breathless. They also have ongoing opportunities to practise smaller physical skills, as they have opportunities to draw, paint and cut independently with scissors. Children develop an understanding of technology as they enjoy playing with electronic toys. They know how to operate mechanical toys and follow the instructions to create changes in the programme.

Children's independence is well supported as the childminder encourages them to do things for themselves. For example, tidying away toys and putting on their shoes. The childminder guides them through instruction, once they have attempted to do the fastenings themselves. This, along with support for other skills, such as taking turns, helps children to be prepared for school.

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

Children are settled and comfortable in the environment. They are secure in asking the childminder for support. They are developing positive relationships with the childminder and other family members. Daily discussions take place with parents and carers to share relevant information and meet children's ongoing needs.

The childminder manages children's behaviour suitably as she sets clear and fair boundaries. The childminder also talks to children about sharing activities in the home and praises them for their achievements. This means that children are able to share, are cooperative and know the boundaries in the home. Children know about being safe within the home as they know the house rules, such as waiting their turn and listening to instructions, for example, waiting at the safety gate. The childminder talks to children about road safety so they know to hold hands with the childminder and other children. They also know to stop and wait at the road with the childminder and making sure that it is safe before they cross. This helps them develop an awareness of how to keep themselves safe.

Children are supported in developing their self-care skills, as they know to wash their hands after creative play and they help themselves to drinks. Children have snacks and meals, however, they are not always healthy, for example, children are given crisps and

fruit drinks that are high in salt and sugar. The childminder ensures snacks and mealtimes are a sociable time where children independently eat their own food. These are also times for children to talk and socialise.

The childminder works with parents with regards to meeting children's needs, for example, encouraging self-care skills in younger children. She also shares information with other early years settings that children attend to ensure continuity of care is suitably promoted. The childminder also knows the importance of supporting children during transitions onto school as she would work with the parents and talk to children about starting school.

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

The childminder has suitably implemented the safeguarding and welfare requirements of the Early Years Foundation Stage. She understands her role in safeguarding children and the childminder knows procedures to follow in the event of a child protection concern. She maintains clear and detailed written risk assessments for the home and on outings. The childminder also understands the importance of maintaining accurate records with regards to children's attendance, minor accidents and when children require medication. This further supports children's safety and well-being.

The childminder understands her role with regards to ensure children are supervised well. She has attended mandatory training that has helped the childminder prepare looking after children. The childminder understands the importance of monitoring and evaluating her provision, so that improvements can be made. However, the childminder does not consistently identify clear areas for development so she can quickly ensure changes are effective and embedded within practice.

Relevant information is shared with parents and carers about the setting's policies and procedures. Notices and certificates are displayed for parents so that they know the childminder is registered and that they are aware of the role of Ofsted and the complaints procedure. Parents complete questionnaires and they are complimentary as the feel their children are happy and safe, they have a suitable range of activities.

### **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>	EY459922
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	909002
<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>	4
<b>Number of children on roll</b>	3
<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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