

Inspection date	03/10/2013
Previous inspection date	09/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children form warm attachments with the childminder and make good progress, as they play in a very healthy, safe and stimulating environment.
- The childminder has a very secure knowledge of child development. This means that children are happy and interested in their activities and show good levels of independence, curiosity, imagination and positive behaviour.
- Children are protected as the childminder has a good understanding of how to promote their health and safety. Risk assessment is effectively carried out so that children remain safe in the premises and on outings in the local environment.
- Good relationships with parents ensure children's individual needs are addressed and parents are fully involved in their children's learning and development.

It is not yet outstanding because

- There is room to improve communication and information sharing with the other early years settings that children attend, to enhance continuity in children's learning and 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 activities in the indoor learning environment and conducted a tour of the ground floor of the premises.
- The inspector held discussions with the childminder and children.
- The inspector viewed a sample of the children's development journals.
- The inspector saw evidence of suitability and qualifications of the childminder, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents from references and questionnaires obtained by the childminder.

Inspector

Patricia Champion

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 three children aged 12, seven and four years. They live in a house in Leigh-on-Sea, Essex. The childminder occasionally works with an assistant from this address. She uses the whole of the ground floor and the rear garden for childminding. The family has a cat as a pet.

The childminder attends local toddler groups and activities at the local children's centre on a regular basis. The childminder walks or drives to local schools or nurseries to take and collect children.

There are currently three children attending who are within the early years age range, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. The childminder operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and an approved childminding network. The childminder is accredited to provide funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- extend the arrangements for sharing information and partnership working with the other early years settings that children attend, in order to provide continuity and fully support children's learning and development.

Inspection judgements

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

The childminder has a good understanding of how young children learn and she provides many play opportunities that effectively promote their learning and development. There is an effective blend of adult-led experiences and the activities that children choose for themselves. As a result, children are very happy and have great fun as they play and learn. Children learn new skills and acquire knowledge through taking part in a wide range of planned experiences and projects specifically linked to their learning needs. For example, the childminder plans games and creative activities so that children can explore and match colours. Projects linked to stories mean that children learn to look at books for

pleasure. Trips to the library and a good range of easily accessible books, both fiction and non-fiction materials, encourage children to learn that information is gained from literature. This knowledge motivates children to develop the skills and attitudes they need for future learning, in readiness for starting school or nursery.

Interactions between the childminder and children are very positive. The childminder is enthusiastic and enjoys children's company. She takes an active part in games, which offer challenge to support mathematical development. For example, the childminder asks children open questions that encourage them to think and solve problems by working out what they need to do to win a game. Children have access to electronic and computerised toys, so they gain a good awareness of technology. They develop their imagination as they act out role-play scenarios in a tent or use small world figures. The childminder makes effective use of local places of interest, such as farms, wildlife parks, and a sea life and discovery centre, to further enhance the children's understanding of the world.

Children make good progress because the childminder uses her observations of what children know and do, to identify and individually plan for their next steps. Discussions with parents and information gained when children first start contribute efficiently to the initial assessment process. Photographs are used effectively to illustrate achievements and participation in special events. The childminder has started collating information from her observations to analyse the progress children make in all areas of learning. She is well aware of the requirement to complete a summary progress check when a child reaches the age of two years, and has the documentation ready so this can be promptly carried out, when the need arises.

Parents are fully encouraged to become involved in their children's learning. The planning is displayed with information about the areas of learning so that parents become knowledgeable about their children's learning priorities. Parents write their observations of learning at home in the children's development journals and contribute to activities in other meaningful ways. For example, they collect supermarket vouchers so that the childminder can extend the range of physical equipment she offers children. The childminder has also recently started a newsletter so that parents are fully informed about future activities or events and can extend their children's learning at home.

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

The childminder provides a welcoming, safe and homely environment for the children in her care. She is skilled in helping children form secure emotional attachments. This means that children are happy and settle well because of the warm relationships they have with the childminder and her family. The childminder supports each child's needs effectively because she gathers plenty of information from parents from the outset regarding children's individual care routines, likes and dislikes. The childminder also ensures that children are emotionally prepared for the transfer to other early years settings and reception class in school. For example, she takes them on regular outings to toddler groups, so that they can socialise with other adults and children.

The childminder has high expectations for good behaviour in line with children's age and

level of understanding. She provides a good role model for manners and encourages children to be polite when asking for things. Children develop self-esteem and respect for others. They become aware of wider society by investigating and playing with a range of artefacts and play materials that show positive images of diversity. Games are introduced so that children learn about important social skills, such as sharing resources or taking turns to throw a dice. Clear house rules are in place and these are discussed regularly. As a result, children learn to be kind and considerate and behave responsibly. Children learn to keep themselves safe by working out for themselves when there are risks as they play. For example, children learn to take care as they balance on physical play equipment. They are encouraged to follow road safety instructions and learn about hazards as they wear high visibility jackets, so they can easily be seen, on organised outings.

Children learn about healthy lifestyles as they take part in physical activity, and develop their coordination using a range of apparatus in the garden or at local parks and playgrounds. They follow good hygiene routines and benefit from eating nutritious meals and snacks. A jug of drinking water is provided so that children can decide when they want a drink. This provides opportunities for children to learn to recognise their own needs, and to take independent action to meet them. Children learn about the food that is good for them by taking part in games or discussions and by growing tomatoes or picking blackberries in the garden.

The well-equipped playroom allows children to choose from an excellent range of interesting toys and resources. In addition, a resource book has been developed so that the early years children who cannot yet speak, can point to the photographs of toys and games they would like to use. As a result, children thoroughly enjoy their play as they independently and confidently make choices.

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

Overall, the childminder has a good knowledge of the requirements of the Statutory framework for the Early Years Foundation Stage. Children are safeguarded as the childminder has a secure understanding of child protection issues and is clear about her responsibilities to protect them from harm. She has attended relevant training and holds information with regard to the appropriate action to take if she has a concern. The childminder informs parents of her role in protecting children, reassuring them of their child's welfare. She conducts effective risk assessments and takes action to manage or eliminate hazards to ensure children's safety indoors and outdoors. This means that all areas within the home are safe and secure and children are effectively protected on outings.

The childminder and her assistant hold current paediatric first-aid certificates, to enable them to give appropriate treatment in the event of a medical emergency. In addition, attendance registers, medication and accident records are thoroughly maintained, to promote children's well-being and keep them protected. This inspection took place following the notification of an incident when a child became seriously ill in the childminder's care. The childminder has been praised by the parents and the medical

team, for her prompt and effective action in dealing with this emergency situation. However, the childminder failed to notify Ofsted of this significant event in a timely way, which is an offence. On this occasion Ofsted is not taking any action, but may consider this information should any similar offence occur in the future.

The childminder is committed to the improvement of the early education she offers and works closely with her network childminding development worker to monitor the educational programme. She is highly reflective, and constantly reviews her practice and successfully continues to improve on what she provides. To help with this, she seeks the views of parents and children. The childminder holds an early years qualification at level 3 and targets further training to meet children's needs. For example, the childminder attends workshops to extend her skills in promoting literacy and mathematics with children. Since the last inspection, the childminder has improved her methods of assessing children's progress and welcomes observations made by parents of their children's learning at home. This means that the childminder gathers a complete all-round view of children's development. The childminder has started implementing exciting plans to develop her outdoor provision. As a result, children have opportunities to incorporate a wider variety of natural resources in their play and these can be moved and used in different ways.

The childminder has strong links with other childminders in the local area, who regularly meet up to support each other and share ideas about best practice. She liaises with local schools so that she can support children when they move on to full-time education and builds friendly relationships with key persons at nearby nurseries and pre-schools. However, the childminder is not yet sharing her observations, or gaining information about children's progress, when they attend other early years settings. As a result, these partnerships are not yet strongly contributing to continuity in children's care and learning. The childminder offers effective respite support for families who are experiencing difficulties in their lives. Partnerships with parents are good and this is evidenced through highly appreciative comments in the questionnaires and the 'thank you' cards, which the childminder has received.

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	EY306512
Local authority	Southend on Sea
Inspection number	934275
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	09/02/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

