

Inspection date

17/10/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The childminder is knowledgeable, warm and affectionate with the children in her care. This means that children enjoy and achieve in a caring home environment, which supports their play and learning.
- The interesting activities provided by the childminder support children to make progress in their communication and language development. Children are, therefore, developing skills in readiness for the next stage in their learning.
- Children's cooperation and independence is fostered because routines encourage children to become involved and take an active part in their learning.
- Good relationships and regular communication exist between parents and the childminder and this ensures that children's learning and well-being is supported very well.

It is not yet outstanding because

- The good communication techniques used by the childminder can be strengthened further by the use of open-ended questions during play.
- There is scope to monitor activities to understand whether learning outcomes have been met and whether they can be re-visited to deepen and extend children's learning.

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 accompanied the childminder and children on a trip to the local park.
- The inspector observed the teaching of the childminder.
- The inspector held discussions with the childminder.
- The inspector viewed a sample of the children's learning and development records.
- The inspector checked the first aid certificate.
- The inspector saw evidence of policies and procedures.

Inspector

Suzanne Smith

Full Report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children aged 10, six and three years in a house in Grays. The whole of the house and the rear garden is used for childminding.

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. The childminder operates all year round from 7am to 8pm, Monday to Friday, except for 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 further improve the quality of the early years provision the provider should:

- develop further children's skills to become critical and creative thinkers by asking, and giving children more time to answer, open-ended questions

- enhance monitoring of the outcome of activities to assess whether learning outcomes are met and whether there is scope to re-visit activities to extend children's learning.

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 to provide an environment for children so that they learn and develop. She gathers children's starting points before the children begin so that the childminder has an accurate understanding of what they know and enjoy. Relevant and exciting activities are then planned across the seven areas of learning to ensure children's development is well supported. Regular trips to the park encourage children to walk and run, supporting their physical development. At the park they use the apparatus to strengthen their bodies. They also develop an understanding of the world around them as they collect leaves. Children's learning is supported at all times as the childminder is fully aware of child development and how children learn. For example, while on the apparatus the childminder sings nursery rhymes and leaves time for children to sing the last line. This holistically supports development as their physical and literacy skills are being strengthened at the same time. A large selection of coloured pencils is available

for the children and they take delight in drawing snakes. The childminder supports their literacy awareness as she models the initial sounds in words and writes their name on the paper.

There is a good selection of toys and the children are able to select what they would like to play with from the upstairs store cupboard. The toys in boxes are labelled and consequently, children learn that words have meaning. Downstairs the children have space to play with selected toys and become absorbed in play supported by the childminder. There is a mixture of adult-led and child-led activities. During both types of activities the childminder talks with the children about what they are doing and this reinforces their understanding. There is scope, however, to develop interactions with children further, so that she uses open-ended questions to extend their thinking skills. Also to give children more time to answer questions, to further strengthen the characteristics of effective teaching and learning.

The childminder supports her good knowledge of the children in her care because she collects observations on children and a development record is kept. This is an ongoing record system that uses photographic evidence as well as detailed observations on children. She shares this with parents on a regular basis and ensures good information is exchanged, which supports children to make progress. When children's next steps are highlighted this is incorporated into the planning. For example, easels and chinks are provided to develop mathematical skills, alongside large number displays and books. Communication and language skills are strengthened through activities that explore texture using hard and soft pasta. This encourages children to practise and learn vocabulary, such as 'hard' and 'soft', 'spiral' and 'thin'.

The childminder goes on regular outings to toddler groups and the library which supports children's personal, social and emotional development as they socialise with other children. Children develop their imagination and express themselves through musical instruments. They also develop their understanding of technology as they press buttons to make music. Children develop their imaginations and this is ably supported by the childminder who is enthusiastic at joining in with the play. The childminder has the progress check at age two in place to highlight where children may need further support. This means that children are well supported in the next stage of their learning and are making good progress.

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

The children enjoy coming to the childminder's and she is responsive and enthusiastic towards them. During the settling-in process the children's care routines are discussed and an 'all about me' form is completed. The childminder, therefore, knows the children well before they formally begin and good relationships are fostered early on. Consequently, children arrive at the childminder's home eager and excited to be there. The childminder is warm in her interactions with the children and the children feel safe and secure in her company. During outings children have fresh air and exercise, which contributes to their good health. The childminder teaches them how to cross the road safely and they understand they need to hold hands along the road. Fire drills are practised regularly and

information in the home is displayed as a reminder of what to do if there is a fire. Children are, therefore, well supported to understand risks in the environment.

Children are well behaved and they understand what is expected of them through the house rules. A house rule of 'we like to share' is actively supported by the childminder as the children happily share their snack with visitors. Children's understanding is further consolidated as they are generously praised and a beaming smile shows that their self-esteem is well supported. This shows that they are developing the confidence needed to be ready for the next stage in their learning. The childminder supports children's confidence and she understands that confident children are more likely to raise any concerns. Children are, therefore, thoroughly supported in their well-being. Children are learning to be independent and delight in helping to set the table for lunch. They understand they need to wash their hands and the childminder supports them ensuring they maintain good hygiene. Through sensitive and caring interactions children learn to use the toilet and are praised when they attend to their personal needs. This supports children's self-esteem as well as preparing them for the next stage of their development.

Healthy eating is promoted through the nutritious snacks and home-cooked food that is provided. Children are encouraged to make choices about what they would like to eat. Thinking skills are developed as the childminder shows the children different fruit and they select what they would like. Photographs of the children are displayed on the wall to promote a sense of well-being and foster belonging within the childminder's home. The children look at these photographs and remark on them, saying 'messy' as they recount an activity they did at the childminder's home. This supports children to make links and remember past activities in order for them to develop further ideas. Children move independently between the downstairs rooms and it is a well-resourced area. They are unable to reach the stairs or the kitchen because there are stair-gates, which promotes their safety. Transitions are supported as parents share information received from other settings on their children's development. This is then promoted at the childminder's home and provides continuity of care and learning.

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

The childminder has a solid understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The relevant policies are in place and she understands her responsibilities in ensuring children are safeguarded. These include developing children's confidence so they understand they will be listened to if they have a concern. Children's safety is a high priority and there are risk assessments in place to ensure that any risk to children is minimised. At the local park the childminder is aware of her environment and any dangers that may arise. Areas are checked before the children use them and she ensures that when picking leaves the children will not get caught on any thorns.

The seven areas of learning are delivered well and ensure that children have a broad range of activities to support their progress. The childminder is confident at collecting observations, linking these to children's development ages and planning for their next

steps. She, therefore, has an accurate understanding of children's interests and abilities so that children are well supported. The childminder is knowledgeable about where to go if she has concerns about a child's development. This ensures that every child is supported in their development. There is scope to further monitor the planning to identify whether learning outcomes are met and whether the activity can be repeated to further consolidate children's learning.

Self-evaluation is developed through a good understanding by the childminder of her strengths and areas for improvement. This process is further strengthened through collecting the views of parents and by listening to children. The childminder has a secure knowledge of how to create a rich environment for young children so that they learn and enjoy their time with her. Priorities identified for improvement are realistic and will continue to strengthen children's learning and development. The childminder is committed to delivering a high standard of care and education. Recent training, which includes fire and food safety, child protection and understanding the Early Years Foundation Stage supports her work with children. Good relationships exist between the childminder and parents and transitions between all settings are supported well due to good communication. The childminder is proactive at working in partnership with parents and a recent trip to a local farm was well attended by the parents. This demonstrates her commitment to working with parents who are pleased with her childminding service. They further explain that she has a real love of children and use the word 'amazing' to describe her.

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	EY459342
Local authority	Thurrock
Inspection number	916771
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
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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