

Inspection date

22/10/2013

Previous inspection date

09/12/2008

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 settled in the childminder's care. They develop close and caring relationships with her and her family, which are promoted and encouraged through the childminder's clear settling-in procedures.
- Children's self-confidence is effectively promoted as the childminder uses clear, positive language to praise their efforts. This makes children feel valued and special.
- Children enjoy expressing themselves creatively. The childminder acknowledges this interest and facilitates activities which enable them to create drawings, models and pictures with a wide range of materials.

It is not yet good because

- The childminder is not yet using observations to effectively identify children's next steps in learning and to plan challenging and exciting activities to help them to reach their full learning and development potential.
- The childminder's knowledge of safeguarding children is not well embedded. She lacks clarity on the appropriate procedures to follow if she suspects a child is being mistreated. She has also not implemented systems for monitoring the use of mobile phones and cameras in her home.
- The childminder has not yet embedded her use of self-evaluation and monitoring to help her to identify her strengths and areas for improvement.

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 childminder's lounge and viewed all areas of her home used for childminding purposes.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at a range of records including children's personal details, information about planning, accident and medication records and policies, and a selection of other relevant documentation.
- The inspector took account of the views of parents spoken to at the time of the inspection and through written comments contained in the childminder's records.

Inspector

Lynn Hughes

Full Report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child in Feering, Essex. The whole ground floor of the house, the bathroom on the first floor and the rear garden are used for childminding. The family has two dogs.

The childminder collects children from the local schools. There are currently 12 children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.15am to 6pm, 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:

- ensure safeguarding knowledge is robust to provide appropriate understanding of the signs and symptoms of abuse, and clarity regarding the appropriate procedures to follow. Implement a policy on the use of mobile phones and cameras within the home.

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

- continue to develop systems for monitoring and evaluating the provision. Ensure the process is rigorous enough to identify strengths and areas for improvement
- review the effective use of observations and assessments to plan challenging and stimulating learning experiences for all children. Ensure that the educational programme is tailored to meet individual children's learning needs and complements the learning that takes place in other provisions, such as school.

Inspection judgements

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

The childminder provides children with an appropriate range of toys and resources. She plans an adequate selection of activities to generally support children's learning and development. The childminder makes some observations of the children's play and

learning, and is beginning to use these to identify their individual learning styles and capabilities. However, systems for fully identifying their next steps in learning to ensure that they reach their full potential are weak.

Children enjoy their time with the childminder and are provided with opportunities to guide some of their own play. The childminder demonstrates a good understanding of the children in her care and talks confidently about their likes and dislikes. They share conversations about what they have been doing during their school day. The childminder uses appropriate questioning skills to encourage children to tell her about the activity they are engaged in. For example, 'tell me about your drawing', provides children with good opportunities to express themselves verbally and to articulate their feelings.

Children participate in a wide range of creative play opportunities. They enjoy freely accessing the craft materials and drawing resources. This provides children with good opportunities to excel in their favourite pastimes. For example, children who are very imaginative draw intricate pictures of the monsters they have created, talking confidently about their characters. Other children enjoy this activity, asking questions that encourage the children to think critically and extend their knowledge. Recurring annual events, such as Halloween, provide good opportunities for the childminder to introduce crafts, for example, pumpkin lantern designing. Children carefully consider the kind of face they are going to draw on their pumpkins. The childminder skilfully follows their design to cut through the pumpkin skin to create their lantern. She uses this opportunity to talk about the history and origins of Halloween, extending children's understanding of the world.

The childminder helps to ensure that children are equipped with the skills they require to enter school successfully. She encourages them to put on and take off their own shoes and coats and to manage their own personal care needs with little support.

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

Children are settled and comfortable in the childminder's care. She has an effective settling-in system, guided by the children and parents. This ensures that children form close and secure relationships with the childminder before being left in her care. The childminder has clear boundaries and rules in her home which children are very familiar with, for example, they know to take their outdoor shoes off when they enter the house and place them and their belongings in a cupboard. Children move freely around the childminder's home and approach her with confidence. Children behave in ways which demonstrate that they feel safe and secure in the childminder's care. For example, they share a joke with her and talk proficiently about their home life and friends at school.

Children develop an understanding about keeping safe as the childminder reminds them about road safety and stranger danger through everyday activities. The childminder's home is organised well to enable children to make choices over their play and to guide their own learning. Children develop some understanding about keeping healthy as they enter into discussions with the childminder about foods that are good for them. They are offered fruit as a snack on return from school. The childminder promotes children's healthy eating by offering well-balanced meals. Children enjoy fresh air and exercise when

they play in the childminder's garden and when they regularly visit parks and playgrounds in the local area. The childminder extends children's knowledge of the local community by taking them on frequent trips and outings.

The childminder pays attention to the transitions children experience in their life. She communicates well with parents to establish clear information about any changes in the children's home situations. She introduces appropriate activities and discussions to help children to manage these changes.

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

The childminder is an experienced early educator who has worked with young children for many years. She provides children with a caring provision, and now only offers her childminding provision before and after school. Some of the children in the early years age group have only recently joined the childminder. She is beginning to observe them to assess their developmental band, however, she is not yet effectively using her observations to identify their next steps in learning and to plan challenging activities, to ensure that they reach their full learning and development potential. Monitoring of the educational provision is weak, which results in planning not being effectively tailored to meet individual children's learning styles or preferences.

Children are satisfactorily protected from harm as the childminder demonstrates some knowledge of how to recognise abuse or concerns about children's welfare. However, her knowledge of how to refer her concerns to an appropriate authority for investigation need clarity. The childminder has not yet implemented systems for monitoring the use of cameras and mobile phones in her home. There is currently no written statement regarding the protection of children, which is a breach of the requirements of the voluntary and compulsory parts of the Childcare Register. All adults living on the premises are vetted, and proof of the checks used to assess their suitability is available for inspection. Children play in a safe environment as the childminder conducts safety checks each day before they arrive.

The childminder has some systems in place for reviewing and evaluating her provision. She has completed a self-evaluation form, detailing what she does with the children. However, she is not effectively evaluating her provision to enable her to identify her strengths and areas for improvement. The childminder asks parents to provide her with verbal and written feedback on her provision, and works closely with the local authority development worker to review her documentation and procedures.

Effective partnerships with parents provide good opportunities for a two-way flow of information. Parents are given a verbal account of their child's day on collection, and the childminder relays to parents any messages from school. The childminder has had links with the local school for over 20 years. She has an effective working relationship with the teachers and is able to discuss the progress and needs of individual children in her care.

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguarding the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguarding the children being cared for from abuse or neglect (voluntary part of the Childcare Register).

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	590144
Local authority	Essex
Inspection number	872384
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	09/12/2008
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

