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| Inspection date | 19/11/2013 |
| Previous inspection date | 18/02/2013 |

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| The quality and standards of the early years provision | This inspection: | 3 |
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| 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 requires improvement

- The childminder supports children's communication and language well, she skilfully engages them in conversations as she sensitively gets involved in their play.
- The childminder builds strong, trusting relationships with children and their parents. She uses information gained from parents to get to know children and their interests before they start, in order to support them to settle very well.
- The childminder is keen to improve her setting, she is open to suggestions and regularly looks for new ideas to extend children's learning and development.
- The childminder keeps children safe because she has a sound understanding of her roles and responsibilities in safeguarding children.

It is not yet good because

- Assessments do not always accurately reflect what children actually know and can do and so next steps in their learning and development are not consistently identified.
- Opportunities to extend children's interests and imagination in the natural world are not fully embraced.
- Self-evaluation does not take into account the views of parents or children and does not focus sufficiently on teaching and learning or on children's assessment.

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 home.
- The inspector observed a specific activity planned by the childminder and discussed the aims and the learning intentions with her.
- The inspector made a tour of the premises, including the outdoor area.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, her self-evaluation and improvement plan.

Inspector

Moira Oliver

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family in Walton-on-the-Naze, Essex. The whole of the childminder's home is available for childminding, however, children predominantly play in the playroom and lounge. There is an enclosed garden for outdoor play.

The childminder attends activities at the local children's centre and a toddler group. She visits local play areas, shops, the library and the beach. She collects children from the local schools and pre-schools.

There are currently 11 children on roll, five are in the early years age group and attend for a variety of sessions. School-age children attend before and after school or during school holidays. She is open all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. She also offers overnight care. 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:

- use observations and assessments to inform the planning of challenging experiences and activities to help children make good progress in their learning.

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

- develop more opportunities for children to access and explore the natural world
- develop self-evaluation to focus more on teaching and learning and take more account the views of parents and children.

Inspection judgements

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

Children enjoy their time with the childminder. They freely access a range of resources and activities, which are presented in low-level storage containers in the playroom. Children become engaged in favourite activities, such as sticking. They explore the feel of

the glue as they paint it onto their nails and fingers and spread it onto paper. The quality of teaching is sound and the childminder uses some appropriate questioning skills to extend their thinking. She interacts well and has valuable conversations with children as they play, supporting their language and communication skills well. They play with sounds of words as they talk about 'googly' eyes and 'scooch' themselves down the stairs.

The childminder demonstrates some knowledge of how children learn and she observes their play. She shares children's progress records with parents and gains information about children interests and abilities before they start. However, assessment is not always accurate and therefore, does not consistently reflect children's abilities or identify the next steps in their learning and development. As a result, planning is not always used effectively to create challenge.

Since the last inspection the childminder has increased the opportunities for children to play in the outdoors and they have regular opportunities to visit parks and the beach. There is a garden available for outdoor play and there are some ride-on toys available. However, opportunities for children to explore natural resources in the garden are not fully promoted.

The childminder prepares children well as they develop the skills needed to support their eventual move into school. They have opportunities to extend their play experiences and socialise with other children as they attend toddler groups and activities at the local children's centre.

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

Children are happy, confident and keen to attend. They are greeted warmly and have quickly formed special bonds with the childminder, contributing to their emotional well-being. Children make smooth transitions from home into her setting as she spends valuable time supporting them to settle as they build up their sessions slowly. She works closely with parents to ensure that she is fully informed about their interests, routines and care needs. She has a positive attitude towards diversity and uses some resources, pictures and posters which reflect a multicultural society.

Children's understanding of keeping healthy is promoted through daily routines. They buy their own snacks from the shops on the way back from dropping older children at school. For example, children choose fresh fruit and vegetable and have opportunities to choose and try some they are not familiar with, such as blueberries. They discuss healthy foods as they eat their packed lunches and drinks are available to ensure they are hydrated. They understand the importance of regular physical exercise and visit the park where they climb and balance on the climbing frame or use the swings. They are developing independent skills as they are encouraged to manage their own shoes, clothes and toileting. Children learn to keep themselves safe as they are supported to come down the stairs safely and encouraged to sit down to eat and drink to avoid choking. Children develop an understanding of the childminder's expectations of them through her clear behaviour policy and positive re-enforcement. She praises and encourages children and treats them

with kindness and respect, providing a good role model for them to follow.

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

Children are safeguarded because the childminder is clear about her responsibilities with regard to protecting children from abuse and neglect. She has recently updated her safeguarding knowledge and understanding through attending appropriate training. Clear policies and procedures inform her practice and are shared with parents when their children first start. The childminder's procedures for risk assessing her home, garden and outings ensure that children play and learn in a safe and secure environment. She ensures that she is familiar with parks, the beach and other places they visit before she takes the minded children, to make sure she is aware of any potential hazards.

The childminder is keen to increase her knowledge and skills in childcare further and is considering attending additional training, such as a behaviour workshop and an National Vocational Qualification. She is very open to new ideas and works closely with the local authority to address her actions and recommendations from her previous inspection. As a result, she has a better understanding of the requirements of the Statutory framework for the Early Years Foundation Stage and has generally been able to meet them. She is still developing her understanding of the learning and development requirements and how to link children's play to the seven areas of learning. She has collected ideas from other groups she attends and has a list of new play activities and ideas that she plans to put in place to provide a wider range of experiences for children. For example, a treasure basket, a mud kitchen and a play tray to bring in natural resources from the outdoors for children to explore. However, she has not been proactive in ensuring that these are done in a timely fashion. Self-evaluation is not focused enough on identifying or targeting improvements needed in teaching and learning, for example, assessment of children's learning. In addition, she does not fully involve parents in her self-evaluation or provide them with sufficient opportunities to give her feedback on her childminding service.

The childminder generally works in partnership with parents to ensure that they are involved in their child's learning within the setting. They discuss and add their comments to 'progress checks at age two' and periodically take home their child records to read. She is developing links with other settings that children attend and understands the benefits of providing a consistent approach.

The Childcare Register

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| 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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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

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| Unique reference number | EY449480 |
| Local authority | Essex |
| Inspection number | 913124 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 5 |
| Number of children on roll | 11 |
| Name of provider | |
| Date of previous inspection | 18/02/2013 |
| 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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