

## Inspection date

10/01/2014

Previous inspection date

01/06/2009

## 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 requires improvement

- Children are happy, settled and content in the childminder's care. They form close relationships with her and her family, promoted through the childminder's effective settling-in procedures.
- Children are generally safeguarded as the childminder demonstrates an understanding of her responsibilities with regards to child protection.
- Partnerships with parents are secure. The childminder has effective systems for communicating with parents and shares relevant information with them about their children's day.

### It is not yet good because

- Children's security is potentially compromised as the main door leading in and out of the childminder's home, at times, remains unlocked. The handle is within easy reach of young children.
- The quality of teaching requires improvement. When planning activities, the childminder does not always take account of individual children's learning styles. Children are also provided with fewer opportunities to explore learning in the area of understanding of the world.
- Children's hygiene and well-being at mealtimes is not fully promoted because children sometimes share drinking cups. Children are not always provided with appropriate furniture at mealtimes to meet their needs.

## 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 the childminder's home used for childminding purposes.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.  
  
The inspector looked at a range of records including children's details, information about children's learning and development, accident and medication records, written policies, the daily attendance record and a selection of other relevant documentation.
- The inspector took account of the views of parents shared through written comments and letters of reference regarding the childminder's provision.

## Inspector

Lynn Hughes

## **Full report**

### **Information about the setting**

The childminder was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Chelmsford, Essex. The whole of the ground floor and the rear garden are used for childminding. The family has some fish as pets.

The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, two of whom are in the early years age group and attend for a variety of sessions.

The childminder provides care all year round from 6.45am 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:**

- plan and guide children's activities by ensuring that the different ways that children learn are reflected in practice, for example, by enabling those children who learn more productively in an outdoor environment to make choices about whether they play indoors or outdoors
- ensure that the premises remain secure at all times when children are present. This is with regards to the main door used to access the property.

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

- review systems for ensuring that children develop the importance of healthy lifestyles, for example, by not sharing cups, by using appropriate furniture and by treating snack and mealtimes as an opportunity to promote children's social development, while enjoying food and highlighting the importance of making healthy choices
- consider ways of promoting children's knowledge of technology more consistently. Provide opportunities for children to extend their understanding through the use of natural items and household objects, such as, shells, stones and feathers.

## 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 who provides them with an adequate range of play and learning experiences. They move confidently around the areas of the childminder's home accessible to them. Children make some choices over their learning by accessing the selection of toys and play equipment available to them. The childminder supports their play and learning by facilitating their play and encouraging them to cooperate. For example, the childminder finds a second dolls buggy to enable children to participate in a game of taking the dolls for a walk around the house together. Children's language development is adequately promoted by the childminder speaking to children in a calm way and encouraging them to name objects and pictures. She enters into discussions with the children, encouraging them to speak to her and other children.

The childminder observes children's play and uses her observations to identify their next steps in learning. She implements weekly and long term planning, which generally covers a range of learning opportunities. Planning, however, is not effectively tailored to follow each child's individual style of learning to ensure they make as much progress as they can, given their individual capabilities and starting points. Parents are kept informed of their children's progress through verbal discussions. Information about children's progress, recorded in each child's learning journal, shows that they are making satisfactory progress across all areas of learning. The childminder recognises that children learn through play and provides a range of resources that enable them to engage in free play opportunities.

The childminder prepares children for their next stages of learning by working closely with parents. For example, as children approach school age she encourages them to develop independence skills. Children are encouraged to access the ground floor bathroom and hand washing facilities independently and learn to put their coats and shoes on and off. She provides drawing and writing materials to enable children to practice handwriting and to begin to write recognisable letters and numbers. Children listen to stories in small groups, which helps to promote their concentration skills. While children have learning experiences across most aspects of learning, they are provided with fewer opportunities to explore knowledge and understanding of the world. For example, they rarely use technology in their everyday play. Younger children do not have regular access to natural materials and household objects, enabling them to discover how things work.

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

Children are settled, content and happy in the childminder's care. They approach her with confidence and enjoy the interaction they receive from her. Children form close and caring relationships with the childminder and her family, which is promoted through her effective settling-in procedures. Children behave well and develop an understanding about the childminder's house rules and boundaries as she gently reminds them, for example, to walk carefully indoors. The childminder's consistent routines and clear explanations ensure

that children are aware of what is happening next throughout the day.

The childminder's home provides children with a light, welcoming and attractive environment. The clear floor space available enables children to spread their play across a large area and to extend their games. Children freely choose which resources they want to access from the selection that is presented within their reach. The childminder has an enclosed garden, which is easily accessible from the main playroom. This is used effectively to promote children's learning during the summer months, however, is not used so effectively during the winter months. This impacts on the childminder's ability to fully follow individual children's learning styles. For example, some children learn more productively in an outdoor environment but at present do not have the opportunity to choose whether to play indoors or outdoors.

Children enjoy a range of snacks and meals during their day with the childminder and are generally provided with healthy options. Some of the children's snacks and lunches are presented on a plastic mat on the floor of the childminder's lounge, providing a 'picnic' style eating space. While this is appropriate for occasional treats, the organisation of lunch and snacks is not conducive to providing children with a space that is adequately equipped to meet their needs. The provision, currently, prevents the childminder from fully supporting children's social development at these times. Arrangements for ensuring children's hygiene is promoted are not rigorous. For example, younger children access other children's drinking cups and share their drinks.

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

Children are generally safeguarded as the childminder demonstrates knowledge of the signs and symptoms of abuse and has clear procedures for dealing with any concerns. She regularly updates her safeguarding knowledge through appropriate training and keeps abreast of changes to local authority policies. All adults living on the premises are vetted and proof of the checks used to assess their suitability are available on file. Children mostly play in a safe environment, however, the security of the childminder's home is not robust. The main door used to access the premises remains unlocked at times when minded children are present. The handle of the door is within children's reach, which means that children may be able to open it and access the road outside. Visitors are also able to freely access the childminder's premises without prior warning. This safety issue impacts on the requirements of the Childcare Register.

The childminder has been registered and actively caring for children for a number of years. She uses her many years of childcare knowledge to provide the children in her care and their families with a relaxed and friendly childminding service. The childminder has some systems in place for reviewing and evaluating her childminding provision. She has worked closely with the local authority development workers over the past couple of years to evaluate her service and to improve her record keeping and documentation. This has enabled her to feel more confident about general record keeping, including the recording of children's learning and development. The childminder shows some commitment to

enhancing her childcare knowledge through appropriate training courses.

Partnerships with parents and others are secure. The childminder has good systems for communicating with parents and sharing relevant information with them about their child's day. She has worked closely with the local school and pre-school for a number of years. The childminder feels that the effective systems she has in place to communicate with these settings enable her to complement the learning that takes place across all areas of the children's lives.

### **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:**

- ensure the registered premises are safe and suitable for childcare (compulsory part of the Childcare Register)
- ensure the registered premises are safe and suitable for childcare (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	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

<b>Unique reference number</b>	560114
<b>Local authority</b>	Essex
<b>Inspection number</b>	872376
<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>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/06/2009
<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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