

Inspection date	17/01/2014
Previous inspection date	20/05/2011

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's learning is sensitively promoted through play and structured activities. Their development is supported by the childminder's understanding of the children's interests and his close partnership working with parents.
- Children are confident and happy. They are interested in their activities and eager to learn. The childminder constantly engages children in conversation, which stimulates their curiosity and encourages their thinking skills.
- Children's imagination is very well fostered and they have lots of fun because the childminder is creative and imaginative.
- Children's language and communication skills are well promoted. They learn new vocabulary, enjoy participating in discussions and are able to express their views and ideas.
- The childminder takes effective steps to ensure children can play in a safe and secure environment. He has a good knowledge of the action to take if he has any concerns about the welfare of a child in his care.

It is not yet outstanding because

- Children do not have full access to the garden area during the winter months. As a result, children do not experience the many benefits of unlimited outdoor play all year round.

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, kitchen and hallway.
- The inspector spoke with both childminders and the children.
- The inspector took account of parents' views by reading parent feedback.
- The inspector carried out joint observations with both childminders.
- The inspector looked at policies and procedures, risk assessments, children's development records and all relevant documentation.

Inspector

Jenny Forbes

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with his family in a house in North Stifford, Essex. He works alongside his wife, who is also a registered childminder. All areas of the childminder's house are used for childminding. There is an enclosed garden available for outside play. The family has three rabbits as pets. There are currently 11 children on roll in the early years age group, all of whom attend on a part-time basis. The childminder attends the local library and parks and he takes children on outings. He walks or drives to local schools and pre-schools to take and collect children. The childminder provides care Monday to Friday from 8am until 6pm, all year round, apart from bank holidays and family holidays.

What the setting needs to do to improve further

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

- provide more opportunities for children to use the facilities in the garden at all times of the year to ensure they have more frequent access to outdoor exercise and fresh air.

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 the learning and development requirements of the Early Years Foundation Stage. He carries out regular observations, which he uses to assess and plan for the next steps in children's development. He knows the children well and uses his understanding of their needs and interests to inform his planning. The childminder discusses children's starting points with parents and records these details to help him to track children's progress against developmental guidelines. The childminder works closely with parents to share the progress check at age two and he exchanges information with parents to support children's learning and development between the setting and home. Learning journals and photographic albums are produced that children are excited to explore. For example, children point to a display of photographs of themselves on a day's outing where they went to the woods to find a well known children's monster. They excitedly run to find the photograph album to show to adults the photographs that were taken when they found the monster.

The childminder builds upon children's interests and experiences to extend their understanding and learning. For example, children find out more about the world as they look at an electronic globe and then talk about holidays. The childminder uses his artistic talents to draw the children's faces on card so they have passports for their imaginary trip on an aeroplane. He performs the air safety routine and asks them to fasten their belts

and sit still. The children imagine they are flying to the frozen north to find polar bears and they pack a pretend picnic. There is a good balance of child-initiated and adult-led activities. The childminder follows the children's lead and asks what they would like to do. Children's personal, social and emotional development is supported as they play and learn together and socialise with other adults and children when they visit groups.

Children's communication and language development is promoted as the childminder teaches them to count and say words in a variety of languages. This supports children who are learning English as an additional language and gives all children a wider understanding of the world. Children's physical development is promoted as they move around the house on their imaginary journey. They often visit soft play areas and parks in the local area. Children learn about time as the childminder incorporates it into their play. For example, when children disagree about where to go on holiday he asks them to look at their watches to find out if there will be time to go to two places. He shows them the time on a big clock and they look at their watches to see if it is the same. The activities the childminder provides help children to be prepared for the next stage in their learning and they acquire the skills they will need as they become ready for school.

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

The childminder provides a safe, clean and welcoming environment where children feel safe and protected. Children form secure attachments with the childminder and are confident to move freely around the areas available to them. The childminder is a good role model for the children as he leads by example, teaching good manners and setting boundaries. Children are confident and happy as the childminder makes learning fun. Children laugh a lot and respond well to his jokes. Their behaviour demonstrates that they feel settled and content. The childminder teaches children to share and take turns and he helps them to negotiate and manage their own conflicts. Children learn to be independent as they are supported to put on their own coats and boots. Children are taken out often for fresh air and exercise and the childminder uses his garden for outdoor play in fine weather. However, the garden is not used so well in the winter when the weather is changeable and this means that children do not have free access to outdoor play.

Children are provided with healthy snacks and parents generally provide packed lunches and food from home for dinners. The childminder talks about healthy eating with the children and there are resources, such as, laminated pictures of fruit, plastic fruits and vegetables. These help children become more familiar with a variety of healthy foods. All children are encouraged to feed themselves and tidy away their food and playthings. The childminder provides a variety of resources that encourage the children to explore different cultures. Displays around the house show positive images of people and places and children learn about other countries and languages. Photographs of children's families are available for children to see so they feel at home. Children are emotionally well prepared for school as they accompany older children to and from school and learn about the school environment.

The childminder promotes children's self-esteem by frequently praising them for their

achievements and awarding stars. The childminder knows the children well and understands their needs. They feel secure and safe in the company of the childminder and his family. Children are safe in the setting as the childminder carries out regular risk assessments. Children are taught how to manage risk and to keep themselves safe as the childminder reminds them not to run in the house. Children have access to all areas of the house and garden. External doors and gates are kept locked to ensure children's safety and no visitors or trades people attend when children are on the premises. Fire drills are practised frequently to make sure children know what to do should an emergency occur.

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

The childminder has a good knowledge of safeguarding procedures and there are effective measures in place to protect children and promote their well-being. The childminder has effective policies and procedures, including a policy for the use of mobile phones and cameras. Policies are regularly reviewed and shared with parents. The childminder is well organised and helps his co-childminder to keep meticulous records such as attendance records, accident, incident and medication records and emergency contact details. These are kept up to date and stored to ensure confidentiality. Regular risk assessments are carried out within the childminder's home and for outings. Consequently, hazards are removed or minimised, which promotes children's safety.

The childminder has a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and how young children learn. He regularly undertakes written observations, assessments and planning for the next steps in children's learning and development. The childminder tracks children's progress and regularly shares developmental reports with parents. He evaluates the activities he provides to ensure they meet children's individual needs and works closely in partnership with parents, giving daily reports about children's care routines and learning. Parents are encouraged to give feedback on the service the childminder provides and this feedback is very positive as parents express their gratitude for the care provided.

The childminder demonstrates a strong commitment to continually update his knowledge by attending further training, such as, refreshers in first aid, safeguarding, food hygiene and sign language. The childminder works closely with the local authority development team and responds positively to suggestions. All actions and recommendations from previous inspections have been completed and the childminder has undertaken all the necessary mandatory training, including paediatric first aid. Self-evaluation takes into account the views of parents and children and the local authority staff. The childminder understands his strengths and areas for development and has clear plans for future improvements, which he shares with his co-childminder. Partnerships with parents are strong and the childminder is keen to build relationships with other settings and schools that children attend to share good practice and ensure continuity in children's learning.

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	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

Unique reference number	404364
Local authority	Thurrock
Inspection number	872222
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	20/05/2011
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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