

Inspection date	07/01/2014
Previous inspection date	02/12/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 learn in a supportive atmosphere where they have access to a wide variety of toys.
- There is a suitable arrangement for settling children into the childminder's home and, as a result, children are happy and content.
- Children are kept safe from harm because the childminder and her assistants have a sound knowledge of child protection issues.

It is not yet good because

- The monitoring and evaluation of teaching practices is not rigorous, which results in teaching that does not fully support children to develop the characteristics of effective learning.
- The strategies that are in place for involving parents in their children's learning does not fully support children's learning at home.
- During mealtimes children are not supported to understand the importance of a healthy diet, as healthy food is not consistently offered.
- The self-evaluation process does not incorporate the views of parents in order to strengthen the childminding practice.

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 playroom.
- The inspector had a tour of the areas that the children use.
- The inspector held meetings with the childminder and assistants.
- The inspector checked evidence of the suitability of the practitioners who work with children.
- The inspector spoke with parents and children, and viewed questionnaires, to take into account their views.
- The inspector looked at children's assessment records and the planning documentation.

Inspector

Suzanne Smith

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. She lives with her partner and two children in a house in Southend, Essex. The whole of the ground floor and the rear garden are 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 18 children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder supports a number of children who speak English as an additional language. She works with assistants and operates flexibly all year round, Monday to Friday. 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 the promotion of children's learning and development through the effective supervision of practitioners. This includes, providing support, coaching and training to fully embed the characteristics of effective teaching and learning to enable children to become critical thinkers, active and exploratory learners.

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

- develop further ways to involve and inform parents about their children's learning, in order to consistently support children's learning and development
- promote healthy eating practices through discussion and by consistently providing healthy foods, to support children's health and well-being
- develop further the self-evaluation process to incorporate the views of parents in order to strengthen practice.

Inspection judgements

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

The children have a wide variety of toys to choose from, which cover the seven areas of learning. For example, these include, an electronic turtle that teaches children colours and supports their understanding of technology. Further toys strengthen children's physical skills as they build towers with blocks. Children develop socially as they play alongside their peers and develop language skills as they are encouraged to play with a variety of toys. Children are making steady progress because observations are collected on children that are linked to the areas of learning and their next steps identified. Children are then supported to make progress as the planning and activities provided support their needs. Children are supported by the practitioners when they choose an activity, however, practitioners do not always support children in developing the characteristics of effective learning. For example, practitioners do not encourage children to become critical thinkers as children are not consistently encouraged to solve problems during their play. Children do enjoy their time at the childminder's home and are happy to utilise the toys that are provided.

Children have the opportunity to develop their physical skills and regular outings to the park support them in their large muscle movements. Craft and writing activities are regularly undertaken to further support children's fine manipulative physical skills. They have regular trips out that support children in their understanding of the world. For example, during pond dipping children are encouraged to explore the pond wildlife. Their literacy skills are then promoted as the practitioners support children to find their creatures in the wide range of wildlife books. The childminder provides further interesting activities to bring learning to life and children learn about the lifecycle of a chicken when they look after eggs and raise chickens. Children are acquiring language and communication skills as there are a good selection of books the children can access and share. These also suitably support children whose first language is not English, as there are a variety of books in different languages. Practitioners support children's play and encourage children to learn their colours through games. In addition, the practitioners say words with actions to further support the development of language acquisition. Children that do not speak English as their first language are therefore satisfactorily supported and records show they are making steady progress in communication and language development. There are opportunities for children to strengthen their personal, social and emotional development as they are supported to play harmoniously alongside their peers. Children are therefore, gaining the appropriate skills they need for the next stage in their learning and for school.

Parents contribute to initial assessments of children, which enables a good understanding of their abilities when they begin. Parents are then kept informed about their children's progress as they have meetings with the childminder to view their children's learning journey folders. Verbal discussions also ensure that parents are kept suitably informed about their children's learning. Parents however, are not advised about the activities that are planned. This means they are not fully informed about their child's learning in order to promote further learning at home. The childminder has been proactive at gathering the activity planning sheets from the local playgroup. This supports the childminder to complement the learning that takes place in other settings. The views of parents are regularly collected during questionnaires and these are complimentary. Parents explain their children are happy in the childminder's care. The progress check at age two is

completed and shared with parents to support children's development.

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

There is a satisfactory settling-in process which supports children's individual needs. A welcome pack is provided to the parents so they are fully informed about the childminding practice. Parents complete an 'All about me' form which details children's likes and dislikes so that children's requirements are known when they start. Consequently, children settle well and are happy in the childminder's home. A behaviour management policy is in place and children's behaviour is satisfactorily supported through praise and the reward of colourful counters. When children behave in inappropriate ways, the practitioners are quick to discuss this with the children so they are aware of the boundaries. Subsequently, children understand the expectations and behave well. Children are polite and say 'thank you' to their peers as they play a game together. During activities practitioners praise the children and this develops their self-esteem and self-confidence, ensuring their emotional well-being is supported. Their emotional well-being is further supported as their views are collected about the care they receive at the childminder's home. Children explain they like playing in the garden, riding on the scooter and going pond dipping.

Children that are new to the childminder's home are settling well and secure attachments are being made with the practitioners. Practitioners are building warm relationships with the children and children already show that they feel comfortable in their new surroundings. The children look to the practitioners for support and their needs are quickly met. Practitioners are suitably deployed and a practitioner is constantly in the presence of the children. This enables children to access toys from the wide range available, as well as being supported in their well-being. The environment is safe and suitably welcoming. There is an outdoor area that is currently being transformed into a more suitable learning experience with colourful murals and an all-weather carpet. The children access outdoor learning everyday and the practitioners utilise the town centre position by visiting the local community. This encompasses visits to the aquarium, park and the library ensuring that children have interesting learning experiences.

The regular trips and walks in the environment support children to be healthy and they enjoy lots of fresh air. During the school run children learn about risk and are taught to hold onto the pushchair and how to be safe by the road. Fire drills are practised regularly to further develop children's understanding of safety. To some extent, children are learning about healthy eating practices as fruit is displayed on the wall and they eat fruit for snack. However, the meals provided are not always healthy and nutritious to fully support children's understanding of a healthy diet. Children are being supported to develop skills to become independent and according to their age use the toilet independently. Children are also encouraged to put on their own coats in further readiness for school.

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

The childminder has a sound understanding of the correct procedures to ensure that relevant suitability checks are carried out on the practitioners she employs. The practitioners are knowledgeable about child protection issues and know the signs and symptoms of abuse. They are also aware of the person or organisation to contact should they have any concerns about a child or a member of staff. The practitioners attend safeguarding courses and regularly read the policies to ensure they are fully up-to-date in their safeguarding knowledge. There is a mobile phone policy which is implemented fully and the practitioners' mobile phones are stored away from where children are cared for. There is also a camera policy and the designated camera is used to take photographs. All practitioners are first aid trained. These policies and procedures support children to be safe and protected from harm. Regular risk assessments are conducted and the practitioners are competent to identify and minimise risk during the day. There is a cleaning rota which ensures that toys are clean, which supports children's health.

The childminder undertakes appraisals, which identify training needs, for example, a safeguarding course is identified for a practitioner to attend. A suitable process, however, is not in place for the childminder to supervise practitioners in order to provide ongoing training, develop teaching skills and support children's learning and development. The teaching, therefore, is not yet supported through an effective performance management process. The childminder has made effective changes since the last inspection and the recommendations have been appropriately addressed. For example, the planning and observation process has been strengthened and this supports children to make sound progress. This ensures that children have an educational programme to support their development in the seven areas of learning. The childminder monitors the planning to ensure that children are supported in their all-round development. The childminder also monitors children's progress, which enables her to identify any children that may need further support.

The childminder aspires to improve her practice and self-evaluation has been compiled that enables the childminder to reflect on her practice. The self-evaluation process, however, does not fully integrate the views of the parents, which have been collected from questionnaires, to strengthen practice further. For example, a parent identified an improvement to support her in developing her child's learning, which has not been appropriately considered. Relationships with parents are suitable and parents are eager to praise the warmth and 'home from home' feel of the childminder's care. Effective communication exists to support the children's care and a regular newsletter is sent out to parents. The childminder has created effective links with the local playgroup so that the learning she provides is complementary. The childminder is knowledgeable about where to access help should interventions to support children's learning become necessary.

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	119437
Local authority	Southend on Sea
Inspection number	946209
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	18
Name of provider	
Date of previous inspection	02/12/2009
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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