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| Inspection date | 22/01/2014 |
| Previous inspection date | 11/10/2011 |

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| 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

- The childminder uses an appropriate range of teaching strategies and children make steady progress while they enjoy an interesting range of activities.
- The childminder protects children by providing a safe, clean and comfortable home in which children can explore freely and confidently. As a result, they learn to keep themselves healthy and safe.
- Close links with parents and other professionals provide a consistent and shared approach that benefits children's learning and development.

It is not yet good because

- The childminder is not consistently providing the highest quality childcare to protect children's emotional well-being, as she sometimes exceeds the number of children she is allowed to care for, which is a breach of requirements.
- The childminder's observations and assessments of children's learning and development, particularly when they reach the age of two, is not yet thorough enough to identify a child's strengths and any areas where progress is less than expected.

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 indoor learning environment and conducted a tour of the ground floor of the premises.
 - The inspector carried out a joint observation with the childminder.
 - The inspector held discussions with the childminder and children.
 - The inspector viewed the children's development records.
- The inspector saw evidence of suitability and qualifications of the childminder, self-evaluation, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents from references and thank you cards obtained by the childminder.

Inspector

Patricia Champion

Full report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two adult children and child aged six years. They live in a house in Galleywood, Essex. The childminder occasionally works with an assistant. She uses the whole of the ground floor and the rear garden for childminding. The family has a dog and a rabbit.

The childminder attends a local toddler group and activities at the local children's centre. She walks to local schools to take and collect children.

There are currently five children attending, who are within the early years age range, most of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. The childminder operates all year round, from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. She is a member of a local childminding network.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve childcare arrangements to make certain children's care is fully tailored to their needs, by ensuring that the required adult to child ratios are met at all times
- improve further the assessment arrangements to shape learning experiences for each child, with particular regard to preparing for the 'progress check at age two'.

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

- plan time for more regular observations of children, including those who attend on an irregular basis.

Inspection judgements

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

The childminder provides a suitable range of activities which enables children to make steady progress across all seven areas of learning. Activities are generally appropriate to their development needs, providing challenge and interest. The childminder is knowledgeable about children's interests and enthusiasms and makes sure that they have access to toys and resources that particularly fascinate them. Although, the childminder

completes some observations of children's achievements, these are in the early stages and are not routinely carried out, particularly for children who attend on an irregular basis. The childminder has just started to use a progress wheel to give a clearer overview of progress and will help to ensure that there are no gaps in learning. However, the childminder does not fully understand the requirement to complete a 'progress check at age two'. As a result, she has not yet fully developed her assessment arrangements, so that she can prepare a short written summary on strengths or emerging concerns about children's learning in the prime areas. Consequently, there could be delays in securing additional support for children, if this were necessary.

Children develop the skills to move confidently on to the next stage in their learning as they become capable, independent, keen to learn and enjoy new situations. The childminder demonstrates a sound understanding of how children learn through play and makes good use of open questions that elicit interesting answers. This means that children are continually developing their language skills and extending their vocabulary. Children enjoy learning the names of animals and sea creatures as they play imaginatively with small world resources or look at picture books. They have fun singing and love using new words, such as 'wibble wobble' to describe jelly on a plate. Children practise their early writing skills when drawing pictures and take part in simple calculation during number rhymes or when counting their toes. They develop their understanding of the world when they go on outings in the vicinity and to interesting venues, such as the zoo or butterfly park. The childminder teaches children how to care for living things when they help to feed the rabbit.

The childminder is fully aware of the importance of continually liaising with parents to keep them informed about their children's learning and development. They receive verbal feedback each day and the childminder records information about the activities children enjoy in the daily journals. Parents become more involved in their children's learning and development when they add their comments about their children's achievements over the weekend.

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

The childminder treats children with warmth and kindness, encouraging them to develop their self-esteem and a sense of belonging. Children are made to feel welcome as their photographs are displayed and they know where to store their coats and bags. Gradual settling-in visits mean that children develop confident relationships with the childminder and her family. Information is gathered from parents to enable the childminder to support children's care requirements. The childminder also attends training so that she can capably deal with any additional medical needs. For much of the time children's emotional well-being is fully supported. However, children's care is not consistently tailored to their needs as sometimes the childminder exceeds the number of children she is permitted to care for. This means on occasions she is fully stretched while trying to ensure all children remain happy and settled, particularly on outings.

The learning environment is well-organised and resources are of a good quality. Low-level

equipment and safe surroundings allow children to access resources independently and use their imagination. Children's behaviour shows they feel safe in the childminder's care. There are clear house rules, which are discussed with children and these are patiently reinforced with patience by the childminder. Children are given plenty of praise and encouragement and show delight when they are awarded a sticker for beautiful singing. They also learn to keep themselves safe by carefully using resources and effective road safety practice when out in the community. The childminder provides a good role model for manners and consideration of others, encouraging children to be polite when they ask for their snack or drinks.

The childminder provides children with daily opportunities for fresh air and physical activities. This, together with the provision of a nutritious diet, develops children's stronger appreciation of how to live a healthy lifestyle. Children are encouraged to move energetically when they attend events at a sports hall or visit local parks. The childminder has well-established partnerships with the local school and nurseries, which ensure consistency of care and a regular exchange of information about children. Children begin to gain confidence in situations away from the childminder's home. For example, they go with the childminder to take and collect children from school. This provides appropriate support to prepare children for starting full-time education.

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

The childminder demonstrates a sound awareness of her responsibilities in relation to child protection and understands the procedures to take should she have a concern about a child in her care. She shares her policies with parents, so they understand the procedures in place to promote their children's well-being and health. This inspection was carried out following concerns received relating to a child becoming distressed while attending a toddler group with the childminder. The inspection found that on occasions the childminder has exceeded the number of children she may care for at any one time. This is because the childminder has misunderstood the requirement in relation to the permitted adult to child ratios. There is no evidence to suggest that children are at risk of harm but there is an impact on children's emotional well-being. As a result, the childminder is not meeting safeguarding and welfare requirements and providing the highest quality of care with optimum support for each individual child.

The childminder fosters close partnership working with parents. There are clear contract and consent agreements that cover the business and care arrangements. The childminder has devised a portfolio with important information that parents can view and certificates are clearly displayed. She gives daily feedback to parents about their child's activities, food intake and sleep times. The childminder has started to use self-evaluation to gauge parents' and children's satisfaction with her service. Since the last inspection the childminder has addressed most of the recommendations raised. The sickness policy and the hygiene procedures have been reviewed to promote children's health. However, the new arrangements for observing and monitoring children's progress has not yet been fully embedded to benefit all children.

The childminder has a positive attitude to continuing her professional development, which is demonstrated in her plans to attend further training events. She is proactive in sharing good practice with other registered childminders. Many of the ideas she gathers are implemented effectively to ensure the educational programmes continue to offer breadth and depth for children. For example, the childminder regularly meets with a colleague to give children wider opportunities to take part in art and craft activities.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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| 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 | EY256994 |
| Local authority | Essex |
| Inspection number | 949337 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 5 |
| Number of children on roll | 5 |
| Name of provider | |
| Date of previous inspection | 11/10/2011 |
| 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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