

Inspection date

24/02/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 make good progress in their learning because the childminder is confident in her knowledge and understanding of the Early Years Foundation Stage. She competently makes assessments of their development and offers a varied range of activities to support their learning.
- Children are well behaved because the childminder sets a good example by modelling politeness and kindness. She encourages children to become independent by allowing them to take acceptable and well-supervised risks.
- Children's safety is given a high priority and the childminder takes all necessary steps to keep children healthy and secure.
- Partnerships with parents are effective and a key strength in making sure that each child's care and learning needs are met to a high standard.

It is not yet outstanding because

- There is scope to provide more positive images of people from a variety of backgrounds and cultures to help children learn more about the world and to value differences.

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 and outside.
- The inspector spoke with the childminder and the children.
- The inspector took account of parents' views by reading parent feedback.
- The inspector carried out joint observations with the childminder.
- The inspector sampled policies and procedures, risk assessments, children's development records and other relevant documentation.

Inspector

Jenny Forbes

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged seven and five years in a fourth floor flat in Purfleet, Essex. The whole of the flat is used for childminding, except for the main bedroom.

The childminder attends activities at the local children's centre and she visits the local parks on a regular basis. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except 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:

- develop further the programme for understanding the world to support children to learn about and value diversity. For example, by providing resources that reflect positive images of the wider community and challenge stereotypes.

Inspection judgements

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

The childminder demonstrates a good knowledge of the seven areas of learning and how children learn through the provision of a good range of stimulating activities and experiences. Consequently, children are well prepared for the next stage in their learning and school. She provides interesting and challenging play experiences that give a broad balance across all areas. Effective systems of observation and assessment ensure that children's development is monitored and that they progress well. The childminder has high expectations of children, which are based on assessments of their starting points from initial information gathered from parents. The childminder works closely with parents to share ongoing plans for children's next steps. These plans incorporate children's interests. This ensures children enjoy their learning and are well motivated. Good communication channels give parents opportunities to understand and learn about the requirements of the Early Years Foundation Stage and, as a consequence, support their child's learning at home.

Children enthusiastically make choices in their play and learning indoors, as they confidently select resources available at child level. The childminder frequently asks children what they would like to do next, and encourages them to think about choosing resources that may extend their learning. This helps children develop confidence in

initiating their own play and to take decisions in their learning. Children's physical development and coordination are supported as they chase and blow bubbles outdoors. They scream with delight as they reach up high to catch them. Children's communication and language develops as the childminder teaches them to sing songs to accompany routine tasks. Children learn about colours, shapes and numbers as they read and discuss books and play games on the childminder's computer.

The childminder promotes children's understanding of the written word. She provides activities to develop their understanding of the sounds letter make. For example, when the letter sound 't' is discussed, they cut out and make clothes for paper teddies, they learn about trees and watch trains whoosh by on the nearby railway, thereby identifying words that begin with the 't' sound. Labels around the home naming objects and routines, such as, nappy changing further promote children's learning and help them to recognise that words carry meaning. Children's physical development is promoted indoors through playing games, such as, skittles. Children also count the number they knock down with their ball, developing their mathematical skills. Children learn about the country and continent their parents and grandparents come, increasing their ability to understand the world. However, there is less emphasis on children learning to recognise and value differences as resources do not fully reflect the diversity of the wider community.

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

Children are happy and content and enjoy their time with the childminder. She is sensitive and caring and fully supports children in forming strong, emotional attachments. This provides a solid foundation for their personal, social and emotional development. The childminder supports this development by displaying and discussing pictures of facial expressions to help children to recognise emotions. The childminder works in close partnership with parents to support children's all-round development and emotional well-being. Children settle well because the childminder is fully aware of each child's individual routines. Information about these routines, such as, eating and sleeping times, is gathered from parents to ensure an effective settling-in period that means that the children feel comfortable and at ease.

The childminder takes care to ensure that the toys and resources used by the children are safe and suitable for their age and stage of development. She gets to know the children well. She understands their likes and dislikes, their interests and learning styles. The childminder is a good role model as she leads by example, modelling politeness and kindness. Children behave well as the childminder is consistent in her expectations and positively reinforces her ground rules. Their self-esteem is high as they are constantly praised for their achievements. Any negative behaviour is skilfully managed with distraction and gentle persuasion.

Children learn to keep themselves safe as the childminder teaches them about the dangers of traffic and to stay close by her side as they walk near parked cars. Children enjoy healthy snacks and nutritious meals. They learn which foods are best for their health from displays around the childminder's home. The childminder understands that children

with special dietary requirements must be protected from foods they need to avoid. This means that children stay safe and healthy. Children are encouraged to manage their own personal needs, such as using the toilet, washing their hands, and putting on their own coats and shoes. Nappy changing is managed discreetly and hygienically. The childminder regularly checks on sleeping children and keeps records of their routines. Children take exercise in the fresh air when they visit the local parks and take trips to a nearby farm.

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

The childminder has a very good understanding of safeguarding and child protection. She has completed safeguarding training and is keen to continually extend her knowledge by attending further courses. The childminder has up to date and effective policies and procedures including a policy restricting the use of mobile phones on her premises. Her policies are shared with parents and are regularly reviewed. Risk assessments are carried out frequently to ensure that any hazards are minimised or eliminated. This ensures that the childminder's home remains secure and that children are kept safe at all times. Fire drills are regularly practised with the children to ensure they know what to do should an emergency occur.

The childminder employs secure systems of observation and assessment of children's learning and development. She tracks children's development and produces learning journals for each child, which clearly show their progress. Partnerships with parents are good and they are encouraged to continue their children's learning at home. The childminder ensures that children are well settled and that she gains enough information from parents about their children in order to effectively support their learning from the beginning. The childminder exchanges information with other settings the children attend to share good practice and ensure continuity of learning. The childminder has links to a variety of professionals she can call on should she need to seek support or signpost parents for appropriate guidance.

Self-evaluation is good because the childminder is ambitious and well motivated to improve her setting. The childminder reflects on her practice as she observes the children and she uses her skills of assessment to identify where changes need to be made, for example, to resources in order to provide suitably challenging activities. The childminder is highly skilled and has a good level of qualifications. A variety of activities to support all the seven areas of learning ensure that children are ready for the next steps in their learning and for school. The childminder receives support and feedback from the local authority development team and she shares ideas with other providers so good practice is spread.

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	EY465956
Local authority	Thurrock
Inspection number	934175
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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