

Inspection date

07/02/2014

Previous inspection date

19/04/2012

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 are safeguarding and protected from harm, as the childminder demonstrates appropriate understanding of the symptoms of abuse and the procedures to use to report concerns.
- The quality of the childminder's teaching is adequate. She plans an appropriate range of activities for children to participate in the three prime areas of learning and makes use of the local environment to enhance children's knowledge of the local community.
- Children are provided with some opportunities to guide their own learning indoors as they access toys and play equipment from low-level storage units.

It is not yet good because

- The childminder does not have effective systems in place to enable her to communicate well with parents. She does not share information with parents about her daily routines during their initial discussions, this results in her not being able to effectively meet the needs of all children and parents.
- The childminder does not make best use of the space within her home. She uses her garden to provide outdoor learning opportunities during the summer months, however, this provision is less freely available during the winter and cold months.
- The childminder has some systems in place to enable her to review her provision, however, these are not yet effective enough to enable her to fully evaluate her educational provision for children.

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 home used for childminding purposes.
- The inspector held discussions with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector looked at a range of records including children's personal details, information about their learning and development, accident and medication records, risk assessments, written policies and procedures and a selection of other relevant documentation.
- The inspector took account of the views of parents through written records and comments.

Inspector

Lynn Hughes

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged two and six years in a house in Braintree, Essex. The whole of the childminder's home and the rear garden are used for childminding. The family has a dog as a pet.

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 four children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She works with an assistant. She is a member of 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:

- make available to parents information regarding the range and type of activities and experiences for children, the daily routines of the setting and how parents and carers can share learning at home.

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

- ensure best use is made of all areas of the home to promote children's learning, this is with regards to the use of the garden during the winter months
- implement effective systems for monitoring the delivery of the educational programme for all children to ensure that all aspects of learning are covered.

Inspection judgements

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

Children participate in experiences during their day with the childminder, which generally enhance their learning. The childminder has systems in place for observing children's play and using her observations to plan activities based on the children's individual next steps

in learning. Prior to this inspection, the childminder was only focussing on the three prime areas of learning in her planning, but is now aware that she needs to further develop these to include all seven areas of learning as the children she is minding progress. Parents are encouraged to meet with the childminder to discuss children's learning and share information about their home experiences. Evidence produced by the childminder, shows that children are making appropriate progress across the three prime areas, however, there is limited information available about the other areas of learning.

Children have fun with a range of appropriate toys and play materials which enable them to explore their imagination. For example, they develop games with small world television characters and confidently name each character. They explore shape and numbers through the use of wooden puzzles. The childminder and her husband, who works as her assistant encourage children to recognise the shapes, colours and numbers within the puzzles and to repeat them. Children are provided with a range of books and a comfortable book area in which to look at them. They have some opportunities to make marks with a range of materials to encourage their emergent hand-writing skills.

During the spring and summer months children have opportunities to plant, tend and grow a range of vegetables with the childminder's husband. Once harvested, they use their produce to cook with or to eat raw if appropriate. Children are encouraged to explore natural objects, such as, conkers and feathers when they go for walks in the local area. Children's physical development is enhanced through regular trips to local parks and indoor playcentres. Children have some opportunities to explore the wider world through books and activities. The childminder has identified that her range of resources which reflect diversity needs to be enhanced and has ordered some new equipment. Children approaching school age are prepared for their next stage of learning as the childminder talks to them about big school, encourages them to develop independence skills, such as, putting their own shoes and coats on and learning to listen to instructions.

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

Children are settled and comfortable in the childminder's care. She encourages parents to play an active role in her settling-in procedures and obtains some information from them about their children's home routines, interests and family set-up. Children develop an understanding of the childminder's house rules and boundaries through discussions. Older children help to set the rules to ensure that they take ownership of them and understand the childminder's expectations of them. Children form trusting relationships with the childminder and her family. The childminder recognises the importance of raising children's self-confidence and self-esteem through praise and encouragement. The childminder prepares children for what is happening next by telling them and following consistent routines.

Children play in a child-friendly environment within the childminder's home, whereby they access a selection of toys and resources from low-level storage units. The childminder makes her home welcoming and interesting by placing colourful posters around the walls of the play area section of the lounge. The posters depict colours, shapes and numbers, promoting learning in these areas. During the summer months, children have daily access

to the childminder's garden. However, during the winter or wet months of the year, this is not used so effectively. This results in the childminder not making best use of her environment to fully enhance children's experiences.

Children's personal needs are appropriately met by the childminder checking and changing younger children's nappies, when needed. The childminder works with parents to establish the best time to begin routines, such as, potty training. Children are offered healthy snacks and meals during the day with the childminder and are encouraged to make choices, for example, children are asked what filling they would like in their lunch sandwiches. The childminder is beginning to develop children's confidence with regards to encountering new experiences, for example, they are beginning to attend a range of toddler groups and to make use of local facilities, such as, cafes. This helps to prepare children for their next stages of learning.

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

This inspection was brought forward following concerns raised with Ofsted about the childminder's care of younger children. The concerns related to the childminder questioning parent's views on healthy eating, a child losing weight while in her care, not accommodating children's needs with regards to sleeping arrangement and not effectively stimulating younger children. Evidence gathered at the time of the inspection demonstrates that the childminder does understand the need for children to be provided with healthy meals and snacks and when caring for young babies, always follows the parent's wishes with regards to the food they provide for their child. She has some systems for following children's home routines, however, found this difficult to maintain with regards to children's differing sleep patterns, when caring for children of different ages. In order to accommodate the needs of one child, she had to potentially compromise the needs of others. This resulted in her suggesting to parents that her provision may not be the best place for their child. While this decision was made with the best interest of the child in mind, it demonstrates that insufficient information was shared between the parents and childminder prior to the childminding arrangement commencing. Children are protected from harm as the childminder demonstrates a clear understanding about her responsibilities with regards to protecting children. She updates her knowledge through training. Children play in a safe environment which the childminder checks each morning through her risk assessment procedures.

The childminder is beginning to review and monitor her educational provision, for example, by evaluating the success of activities and how much participating children have shown. This system, however, does not go far enough to ensure that the childminder effectively monitors her educational programme. For example, she had been told that she only needed to plan activities for the three prime areas of learning and therefore, has only been covering these areas. This has resulted in a lack of planning and assessment of the other four areas of learning. The childminder uses some self-evaluation to identify her strengths and areas for improvement. She has identified through this process that she could improve her knowledge in areas, such as, safeguarding and health and safety, through on-line training courses.

Partnerships with parents and others are generally appropriate. The childminder communicates verbally with parents, sharing information with them about their children's day, routines and achievements. She is beginning to involve them in their children's learning, by sharing children's learning journals with them on a regular basis. When the childminder cares for children who attend more than one early years setting, she develops links with the other provisions to enable her to complement the learning that takes place in all aspects of the children's lives. The childminder helps to prepares younger children for the transition to big school as they become familiar with the building when they take and collect older children from school.

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	EY355520
Local authority	Essex
Inspection number	953567
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	19/04/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

