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| Inspection date | 30/01/2014 |
| Previous inspection date | 21/05/2013 |

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| The quality and standards of the early years provision | This inspection: | 3 |
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| 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 observes children and tracks their development and progress so she can see where any gaps in learning exist, and plan for these, helping them towards the early learning goals.
- Children are given warm, affectionate care, making them feel emotionally secure and comfortable.
- The childminder has a reflective approach and actively initiates some changes, which will improve outcomes for children.
- The childminder understands the issues regarding child protection and can respond appropriately to any concerns. This helps to keep children safe.

It is not yet good because

- At times, children are overly directed by adults, resulting in fewer opportunities for them to develop their independence and decision making and to freely choose and pursue open-ended activities, both indoors and outside, which interest and engage them.
- The monitoring of the educational programme is not yet strong enough to promote children's development fully, particularly in relation to consistently ensuring a high quality of teaching, which promotes children's active learning, both indoors and outside, at all times.

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 interacted with children in the playroom and in the dining room as they had lunch.
- The inspector held discussions with the provider and her assistant and carried out a joint observation.
- The inspector viewed a sample of documentation, including evidence of suitability checks and qualifications, the self-evaluation document, policies and children's development profiles.
- The inspector took account of the views of parents spoken to during the inspection and of information gathered in advance of the inspection.

Inspector

Sarah Williams

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a house in Colchester, Essex. The whole of the ground floor, with exception of the kitchen and one ground floor bedroom, is used for childminding. There is an enclosed garden for outside play. The family has a pet cat. The childminder uses the library and takes children to the park and other local amenities, such as museums and galleries. She collects children from the local schools.

There are currently nine children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder works with an assistant and operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. 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:

- explore a wider range of teaching methods and review the balance of adult-led and child-initiated learning and activities, so that children are given meaningful choices to enable them to investigate and persevere in activities which engage them in critical thinking and problem solving, both inside and outdoors
- provide children with daily access to an outdoor area and ensure there are planned activities for them to experience outdoor play and learning, unless weather conditions are unsafe.

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

- monitor the quality and content of the educational programme to improve the balance of activities and ensure consistently high standards of teaching.

Inspection judgements

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

Children are generally prepared for the next stages in their learning, such as the transition to school. The childminder prepares them by talking to them about what to expect and by promoting their independence and confidence. While they make progress and take part in a range of activities, at times these are overly adult-directed and are less often freely

chosen by children. This results in a reduction of the time that children can be active learners, making meaningful choices and persevering at self-chosen activities to develop their critical thinking and problem solving. For example, a session with musical instruments and singing favourite action songs is cut short because the children are expected to move on to the next timetabled activity, when younger children clearly want to continue freely exploring the different instruments. The childminder and her assistant use books and read stories in a lively way with intonation, which brings the characters to life. However, children are not always involved sufficiently in choosing which story they would like. The main playroom offers a range of resources, such as dressing up clothes, role play with kitchen equipment, sensory baskets and a rocking horse. Messy play and crafts are generally offered in the kitchen. Again, the presentation of resources sometimes limits children's choices and opportunities to develop decision making skills.

Children enjoy regular outings to local museums, galleries and to library sessions, giving them a strong sense of the local community. The nearby park and playground offer some free play and are visited regularly, promoting physical development as children use the equipment with increasing skill. For example, a child who was tentative and unsure of herself when in the park is now confident to climb the slide and try out the other equipment, following encouragement from the childminder to challenge herself. Suitable support for children who speak English as an additional language is in place. The childminder works with parents to obtain key vocabulary in their home language and encourages the children to use some of the words in their day-to-day play. Dual language books show children that their home language is valued and helps others to recognise and value difference.

The childminder asks parents about what children can do before they start attending and uses this information to create a baseline assessment. From here, she observes children as they play and records her observations in a development profile. Next steps in learning are based on the observations and are designed to help children make progress towards the early learning goals. Parents are included in this process and are encouraged to add what they know about their child, as well as to comment in the development profile. For children aged two years, a progress check shows how they are developing and enables additional support to be put in place if children are not reaching expected levels.

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

A strength of the childminder's practice is her ability to welcome children warmly into her home and ensure that they feel emotionally secure. Both the childminder and her regular assistant offer warm and affectionate care to children, so they feel comfortable and secure and form firm attachments. By offering a flexible settling-in process, each child and their parents are encouraged to feel secure and happy before children are left in the childminder's care. The sound emotional support provided prepares them for the next stage in their learning, such as moving on to reception class. Some children accompany the childminder on regular school pick ups so they become familiar with some of the routines of the older children. Children are praised for their efforts so they develop self-esteem and confidence in their own abilities.

Children approach activities with enthusiasm and make good progress in their self care. For example, children readily find their own shoes and coats when it is time to get ready for an outing. At lunch time, children need little help and encouragement to eat their food and show an understanding of routines, such as hand washing or the use of sanitising gel. Children mainly eat food sent from home, but when the snacks are provided by the childminder she offers fruit, cheese and healthy options to keep children's energy levels up. She makes sure that they always have drinks readily available so they can help themselves. For children who become tired or sleepy, cosy sofas and blankets are available for them to rest, nap or sleep. The childminder responds to children's individual needs in this respect and helps them to feel comfortable by providing a quiet space for them. Children learn about keeping themselves safe. For example, regular fire drills prepare children for an emergency evacuation, should the need arise. The garden is used for outdoor play, with a range of toys and occasional planting of vegetables. However, not all children have suitable weatherproof clothing, so the garden is not often used in wet or cold weather, which means children do not always have access to an outdoor area.

Children benefit from an effective partnership with parents, forged from the earliest days of their attendance. For example, there are several children attending whose home language is not English. The childminder speaks to parents to ensure that she can communicate with the children and use their home language at times as they play and interact. Parents report that they have full confidence in the childminder's care for their children, both verbally and on the surveys that she occasionally issues. The childminder includes information for parents about the Early Years Foundation Stage and describes the seven areas of learning so that they have an insight into some of the activities their child takes part in.

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

Children are protected from harm or abuse because the childminder understands how to safeguard them and has attended recent training, along with her assistant. Adults living or working on the premises are all subject to vetting and checking procedures and evidence of completed checks is readily available. The childminder is aware that children must not be left in the care of unchecked adults at any time. The home is a safe environment for children as regular risk assessments are carried out and any hazards are removed or made safe. This applies equally to outings, which are managed to ensure children's safety. The house is secure and children cannot leave either the house or garden unseen, nor do any visitors enter without an adult's knowledge. Ofsted recently set actions regarding children being left in the care of persons whose suitability has not been checked by Ofsted. The childminder took action to remedy this and now demonstrates that she has a secure understanding of all matters that must be reported to Ofsted, for example, changes to persons living or working on the premises and any serious accidents or notifiable illnesses. Thus, children's safe care is assured.

The childminder has made progress since the last inspection in terms of her understanding

of how to provide a suitable educational programme based on the learning and development requirements. She has attended training and has a grasp of how to help children make progress by tailoring activities to children's individual needs, based on what she observes and on discussions with parents. However, the childminder does not always monitor the balance of child-initiated and adult-led activities, this does not maximise opportunities for children's decision making and creative thinking. The childminder has acted on actions and recommendations previously set and welcomes advice and guidance from her local authority development worker. She has developed a reflective approach, which includes a self-evaluation with some identified areas for development. These will, when implemented, improve outcomes for children. For example, the childminder would like to extend her professional development by attending further training.

Relationships with parents are effective. The childminder offers them reassurance that children are safe, well cared for and enjoy their time spent in her care. Daily verbal exchanges ensure that all essential information regarding routine care is shared. Parents say they have confidence in the childminder and that their children are happy and ask 'is this a day to go to Rosie's?' The childminder has established close links with the primary schools she collects children from, so that when children move on she can continue to support them by discussing their development. Currently, no children are attending other early years settings but the childminder is aware of her role in exchanging information to promote continuity when children are at pre-school or nursery.

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 | EY309458 |
| Local authority | Essex |
| Inspection number | 951511 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 12 |
| Number of children on roll | 9 |
| Name of provider | |
| Date of previous inspection | 21/05/2013 |
| 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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