

Inspection date

Previous inspection date

15/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 establishes warm and secure relationships with children, enabling children to have a sense of security and belonging.
- Partnerships with parents are valued and ensure a two-way flow of information to meet children's individual needs and support children's well-being.
- Children are supported during play through the childminder's interactions, which provide some opportunity for children to practice their communication and language skills.
- The childminder ensures that the environment is safe and secure. The safety and well-being of children is effectively promoted.

It is not yet good because

- The outdoor environment is not fully utilised to promote opportunities for children's learning and development, and children's desires to investigate and explore.
- Some resources are not easily accessible so that young children can make informed choices and select those that interest them to support their learning.
- The childminder is in the early stages of evaluating and monitoring her service; consequently, action taken to overcome weaknesses and improve the provision is not always sharply focused in order to improve children's learning and development and how children learn.

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 and interactions within the indoor environment.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder throughout the inspection when appropriate.
- The inspector viewed a sample of documentation, including safeguarding policies, risk assessments and children's development and assessment records.
- The inspector took account the views of parents through completed questionnaires and letters.

Inspector

Nicola O'Rourke

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her son aged six years in a house in South Ockendon, Essex. The whole of the ground floor premises and the rear garden are used for childminding. The childminder attends local childminder groups and regularly takes children to the local shops, the library and park. 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 is currently caring for children who speak English as an additional language. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays agreed in advance. 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:

- improve the educational programmes to include the outside area and to promote children's learning and development by considering the different ways children learn and their keen desire to investigate and explore, for example, by providing opportunities for large scale mark making or opportunities to explore water.

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

- organise resources so that they are easily accessible enabling children to choose those relevant to their interests and support their learning
- use self-evaluation to reflect upon children's achievements, for example, by monitoring the learning experiences to help identify any areas to improve focusing upon children's learning and development and how children learn.

Inspection judgements

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

The childminder is developing her understanding of the learning and development requirements. She provides an adequate range of different activities and experiences for children and consequently, children make progress in their learning and development in relation to their starting points. The childminder makes observations of children's interests, which inform next steps and the planning of activities. As a result, young children enjoy dressing up with hats and scarves, listening to rhymes and songs, moving their bodies to

music and are beginning to join in with actions and vocalisations.

The quality of teaching is adequate. The childminder continuously interacts with the young children during play, communicating and modelling language, providing a narrative and encouraging children to interact with resources and activities. As a result, young children who speak English as an additional language are confident to demonstrate their communication skills. For example, the children repeat animal names and join in with key words in familiar songs. Children choose some toys and resources from low-level storage to use in their play. However, the current storage arrangement does not enable young children to see or reach some of the resources available. Therefore, their ability to easily select resources that match their interests and supports their learning is restricted. The childminder organises weekly outings to extend children's experiences, such as to the park, to support children's physical development and the library to enhance their interests in books. However, while children have access to an enclosed outdoor area, the childminder does not always make good use of this area to ensure they make good progress in their learning. Children do not have enough opportunities to develop their physical skills, such as making marks on a larger scale with water or filling and emptying containers.

Parents are kept informed about their children's care and learning and development. They comment positively on how their children enjoy going to the childminder's home. For example, they say 'the setting is very welcoming, sometimes my child does not want to go home'. Parents say that sharing information via a 'diary record' is beneficial. They comment on their children's learning and development and how their children have made progress saying, 'my daughter has transformed into an outgoing little girl'. Overall, children are gaining the satisfactory skills to support their future learning.

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

The childminder promotes a healthy lifestyle by providing children with a nutritious diet and is introducing the children to different fruit and vegetables, which is valued by parents and continued at home. In addition, the childminder plans trips to the park to provide children with opportunities for fresh air, promote their physical development and explore their local community. However, the outdoor area is not always used to its full potential. As a result, opportunities for children to spontaneously experience the outdoors to aid their well-being and learning and development are missed.

Children's needs are met according to their individual preferences and routines are flexible to allow this. This is because the childminder gathers information from parents about their child, which helps them to settle in and ensures the move from home to the setting is smooth. Children help themselves to their drinks and are confident to make their needs known. For example, they remind the childminder to pass their water to have with their lunch time meal. The childminder provides a sound role model for the children through healthy hygiene routines, promoting children's safety and encouraging positive behaviour. As a result, young children are beginning to understand and make healthy choices in relation to their routine care. In addition, they are learning about keeping safe. Children behave well. For example, children are confident to express their desires, when requesting

water with their lunch time meal and demonstrate kind behaviour by saying 'thank you' to their peers.

A key strength of the setting is how the children's uniqueness, culture and linguistic needs are respected and met throughout practice. For example, the children have access to toys and books which promote positive images. The childminder uses key words in children's home language and prepares food, such as noodles with egg, which the young children enjoy and are familiar with. This provides continuity for young children from home to the setting, while fostering a sense of pride and belonging and promotes inclusion well.

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

The childminder demonstrates a sound understanding of her role and responsibilities in meeting the requirements of the Early Years Foundation Stage, including those for safeguarding and welfare. She has a good understanding of safeguarding and knows the procedures to follow should she have a concern about a child in her care. Risk assessments are in place of her home ensuring a safe and secure environment for children to play in. A range of policies and procedures are in place and shared with parents so they know about the childminding provision. The childminder understands the importance of working in partnership with parents sharing daily information. She shares policies with parents and maintains the necessary documents and consents for aspects of care, such as routines, outings and dietary requirements.

The childminder has attended training to extend her knowledge of the learning and development requirements and has identified some actions to help her continue to improve learning outcomes for children. However, systems to monitor activities and experiences are not thorough enough and do not consider how children learn. As a result, activities are not wide ranging to ensure children make the best possible progress.

The childminder demonstrates a commitment to providing a service that meets the needs of the children and their families attending her setting and is developing a process to support continuous improvement. As a result, some suitable systems are in place to include parental input for reviewing her provision and looking at ways to improve her practice. The childminder has made initial contact with a local setting, which children in her care will attend in order to effectively support children and ensure continuity in their care and learning.

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	EY458679
Local authority	Thurrock
Inspection number	945834
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
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.

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.

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