

<b>Inspection date</b>	25/04/2014
Previous inspection date	08/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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**

- The childminder is highly effective in meeting children's learning and development needs across all areas of learning.
- The childminder provides a highly organised provision, which securely meets all legal requirements.
- The childminder nurtures and supports children's individual learning well through her indepth knowledge of each child's individual needs.
- The childminder works effectively with parents. She gathers good information upon admission and continues to exchange information in a variety of ways.
- The childminder ensures children are safe and secure in her care with the use of policies and procedures and effective risk assessments for the home and all outings.

#### **It is not yet outstanding because**

- There is scope to enhance the childminder's already very good understanding of child development, in order to raise children's attainment to the very highest levels.

## 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 sitting room, kitchen and garden.
- The inspector observed children at play and interacting with the childminder.
- The inspector held ongoing discussions with the childminder throughout the inspection about children's learning and development.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked the suitability of all persons living in the home and working with children, the provider's self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers from information, including children's records and questionnaires.

## Inspector

Judith Harris

## Full report

### Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 13 years, 16 years, and 18 years in a house in the seaside town of Southend in Essex. The ground floor rear sitting room and kitchen, the toilet on the first floor and the rear garden are used for childminding. The family has a pet rabbit. The childminder attends three local playgroups and visits the shops and park, beach, duck pond, library and local farm on a regular basis. She collects children from the local school. There are currently 13 children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7.30am to 6.30pm, 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 further improve the quality of the early years provision the provider should:

- consider ways to enhance the already very good understanding of child development, for example, by accessing further training initiatives, in order to raise children's attainment to the very highest levels.

## Inspection judgements

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

The childminder effectively uses her knowledge and skills to plan interesting and exciting activities and experiences that support and extend children's development across all areas of learning. As a result, children are gaining the key skills necessary to support their future learning. The childminder demonstrates a secure understanding of the Early Years Foundation Stage and children's learning styles. Through gathering good information about children's starting points and clear ongoing observations, the childminder builds an in-depth knowledge of each child. The effective use of assessments ensures that children make good progress and that they are well supported for the next stage of their learning. Children's interest for learning is inspired and nurtured by the childminder's exceptionally high quality teaching and the enabling environment she provides both in her home and on outings. Children have comprehensive and detailed individual learning journey records. These records show each child's starting points and how their ongoing progress is assessed to enable the childminder to effectively identify any gaps in learning and swiftly address them. The information the childminder gathers through these records is very well used to plan for children's next steps in their learning. The childminder uses her knowledge of children and her exemplary teaching skills to provide challenges and experiences that extend children's learning and development. The childminder's interactions with children demonstrate how well she is supporting them to develop good

language and communication skills. For example, as children play with the doll house, the childminder talks to them about the different items of furniture. She listens to them with care and sensitively models speech for them, encouraging them to repeat the words she models.

The childminder provides children with time and space, which supports them to be active learners as they engage in play. This ensures children are leading and developing the play and that the childminder is able to extend their learning through their own interests. Children freely choose from the wide range of accessible resources. For example, they choose the train set and delight in their achievement as they are supported to build the track and choose the trains. Children use the large white board for drawing and writing; they draw fish with the childminder and she encourages them to count the eyes with her to support mathematical thinking. Children engage in creative art activities with the childminder, both in her home and at the local groups they visit every week. The childminder ensures that children are able to enjoy activities that allow them to be purely creative, supporting them to express themselves freely. The childminder provides an exciting, stimulating and enabling environment that includes planning for activities in the garden and an extensive range of outings. In the childminder's garden children have a wide range of resources and activities. For example, children make bird feeders using pumpkin seeds and apples that they hang in the trees to encourage birds into the garden. This supports them to learn about the natural world and also develops their small physical skills. Children go on regular outings to the beach and the park and visit the local sea world and farm. The childminder uses forest school and beach school activities, where children are encouraged to explore, investigate and discover through natural resources that extend and challenge their learning.

Children's ongoing learning journey records show clearly how children are progressing and this information is effectively shared with parents. The wide range of information the childminder gathers supports her to effectively identify children's interests and learning styles and to plan well to support their next steps in learning. She has taken care to build her relationships with other settings and requests copies of the progress records for each child. This enables her to ensure consistency in meeting children's needs and gives her a more in-depth understanding of their development.

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

The childminder uses all the information she obtains from parents to ensure she meets children's personal, social and emotional needs effectively. This supports children to be happy and confident and to clearly feel at home in this warm, nurturing environment. Children's positive relationships with the childminder ensure they are able to make their needs known and express themselves freely. The childminder carefully and sensitively supports children's independence, helping them to develop skills to manage their own personal needs. Children are encouraged to use good hand washing routines and to practise putting on coats and shoes for themselves. The childminder ensures children have good, well-balanced, healthy diets. She works with parents who provide food for children to ensure children are offered a good variety of meals and snacks. Children are provided

with drinks throughout the day. Children's physical development is extensively well supported through the outdoor play opportunities they are offered in the garden and other outdoor settings. These also offer children the ability to learn to manage risk and understand about their own safety.

Children's positive behaviour is nurtured and developed by the calm, caring attitude of the childminder. To support children to develop good skills for self-control, the childminder uses consistent positive strategies to manage their behaviour. She has policies and procedures that show a high level of commitment to ensuring children gain an understanding of how to manage their emotions. The childminder knows children well and monitors their behaviour, so that she can effectively distract them when they become upset or frustrated. The childminder uses her skills to provide an enabling emotional environment that is exceptionally effective in building children's confidence and self-esteem. This supports children to feel safe and secure in her home and to develop a clear sense of belonging here.

The childminder risk assesses with care, all areas in her home and all outings, ensuring she can provide appropriate levels of supervision while encouraging children's independence. The childminder's positive attitude effectively supports children to be emotionally ready for moving on to pre-school, nursery or school.

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

The childminder shows a clear understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are carefully supported through the childminder's well-organised systems that ensure all the required records, policies and procedures are in place to keep children safe, protected and supported. The childminder is fully aware of her responsibility to protect children and of potential indicators of abuse or neglect. She has a clearly documented policy and has updated her safeguarding knowledge to ensure she is clear about the local procedures for referrals. A comprehensive range of detailed risk assessments ensure children's safety is securely maintained at all times, both in the childminder's home and on outings.

The childminder makes good use of the guidance from support workers and professional associations to ensure she keeps updated with changes. The childminder has fully addressed the recommendations following her last inspection; her activity planning and assessment procedures are comprehensive and she has developed her use of self-evaluation to support ongoing improvements. In order to ensure that all views are taken into account, the childminder uses questionnaires to seek feedback from both parents and children. This supports the childminder to include their views in her forward planning for improvements. However, there is scope to further enhance the childminder's already good understanding of child development, in order to benefit children further and to raise their attainment to the very highest levels.

The childminder builds exceptionally strong relationships with parents and the other

settings that children attend. She gathers information from parents about children's starting points and continues to exchange information about children's learning at home. The childminder completes the progress check at age two as required and ensures information is effectively shared with parents. The childminder communicates daily with parents and exchanges information with other settings about what activities children are taking part in. The childminder uses all the information she gathers to effectively support her in her planning for children's next steps in learning and to support them with the transition into the next stage of their learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY217880
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	965635
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/01/2009
<b>Telephone number</b>	

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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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