

Inspection date

Previous inspection date

09/06/2014

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 has established warm relationships with children. As a result, children demonstrate that they feel safe and secure.
- Children are provided with an extensive range of toys and play resources and are encouraged to guide their own learning by freely accessing the equipment.
- Children are effectively protected from harm, as the childminder demonstrates a clear understanding of her responsibilities with regard to protecting them.
- Partnerships with parents are encouraged by the childminder and these make a sound contribution to supporting children's well-being.

It is not yet good because

- The quality of teaching and learning requires improvement. The childminder's planning does not cover all areas of learning and is not tailored to meet individual children's learning needs. Weak information about children's starting points and infrequent identification of children's next stages in learning limit the effectiveness of assessment.
- Systems for monitoring all aspects of the childminder's provision are not yet robust enough to be used to identify weaknesses in the educational programme.

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 playroom and living room, as well as viewing all areas of the home used for childminding purposes.
- The inspector looked at evidence relating to the suitability checks carried out on all adults living on the premises.
- The inspector looked at a range of records including children's personal details, accident and medication records, written policies and procedures, written risk assessments and a selection of other relevant documents.
- The inspector took account of the views of parents spoken to during the inspection and through written comments in the children's development records.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

Inspector

Jemma Hudson

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 partner in a first-floor flat in Southend-on-Sea, Essex. All areas of the home are used for childminding. The family has two pet cats. The childminder attends a toddler group and activities at the local children's centre. She visits the local shops and park on a regular basis and walks or drives to take and collect children from school. The childminder is a member of the Professional Association for Childcare and Early Years. She operates all year round from 7am to 7pm, Monday to Friday, except Bank Holidays and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- consolidate knowledge of the learning and development requirements so that the educational programme is more consistently delivered. Use observations to tailor planning and provide children with challenging learning experiences
- undertake observations of children more robustly in order to understand their levels of achievement, interests and learning styles. Ensure systems for assessing children begin with clear information about their starting points and capabilities.

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

- develop further partnership working with other early years settings that children attend, in order to fully complement the learning that takes place across all areas of children's lives
- develop reflective practice and self-evaluation systems that inform priorities and effectively monitor the delivery of the educational programme.

Inspection judgements

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

Children play enthusiastically with a range of toys and resources. They participate mostly in freely chosen learning experiences and have some opportunities to extend their knowledge through adult-led, planned activities. The childminder informally plans activities on a daily basis. These are sometimes, but not always, linked to their next steps of learning. Therefore, the planning is not rigorous enough to ensure that children are

appropriately challenged and that their individual learning needs and styles are accommodated. The childminder has systems for observing and assessing children's progress. However, there is a lack of information about children's starting points and capabilities. This means that there is little evidence to show how much progress children are making in the childminder's care. Observations used to identify children's next steps in learning are infrequent, which means that the tracking of their progress is inconsistent and not fully effective.

Children enjoy their time with the childminder and participate in a range of activities. For example, play dough and a selection of rollers and cutters provide opportunities for children to explore touch and smell. They use the tools appropriately to roll and cut shapes and squeeze the dough through their fingers, commenting on the way it feels. The childminder supports this play by extending their language skills and asking appropriate questions. Children freely access books, role play, dressing-up clothes and a selection of other resources in the playroom. They guide their own learning, with the childminder following close by to support their choices. The childminder takes the children on regular outings and they enjoy looking through photos of their visits to the seaside, farm, library and toddler groups.

The resources and activities children participate in generally prepare them for their next stage of learning. For example, the childminder talks to the children about their new pre-school. She encourages children to develop good listening skills and to learn to organise their belongings in preparation for entering school.

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

Children are settled, comfortable and confident in the childminder's home. The childminder encourages parents to play an active role in her settling-in procedures. This ensures that children settle quickly and feel comfortable. The childminder's clear boundaries and rules ensure that children develop a consistent understanding of what is and is not acceptable within the home. For example, children take off their outdoor shoes and hang up their coats. Children behave in ways which demonstrate that they feel confident within the surroundings. For example, they move confidently between the lounge, playroom and dining room guiding their play proficiently. The childminder follows the children's lead, facilitating their ideas and supporting their plans.

The childminder's home is very child-friendly with specific areas dedicated to the childcare provision. For example, there is a playroom with low-level shelving housing a wide and exciting range of resources at children's height. This provides good opportunities for children to select their own play materials and to make choices over their learning. The childminder effectively manages changes and transitions in children's lives by communicating clearly and regularly with parents verbally and through email and text messages. This enables her to keep abreast of any changes in the children's home lives or circumstances. Appropriate activities and resources are then used to help children to manage their feelings and thoughts on the change.

Children have some opportunities to develop knowledge about keeping healthy and safe

as they discuss these issues with the childminder. For example, children understand the importance of good hand washing routines to prevent the spread of infection. Children enjoy a range of healthy snacks and meals in the childminder's home and sit together with the other children to share these times of the day. Children know that it is important to treat the pet cats with respect and to follow the childminder's safety rules when petting or feeding them. The childminder provides regular trips to parks and playgrounds to enhance children's physical development.

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

Children's welfare is promoted because safeguarding regulations and duties are appropriately met. The childminder has a sound knowledge and understanding of safeguarding policies and procedures and is aware of her responsibilities in this respect. She knows how to report and record concerns and has attended relevant training. Children are protected in the event of an accident because the childminder holds a current paediatric first-aid certificate. Children play in a secure, safe environment where the childminder completes daily safety checks and regularly reviews risk assessments to promote their welfare.

The childminder demonstrates an appropriate knowledge of the Early Years Foundation Stage. She understands her responsibility to promote the learning and development of the children in her care. The childminder uses positive strategies to deal with any minor issues and children receive praise and encouragement, which supports their confidence and self-esteem. The childminder has some systems in place for reviewing and evaluating her childminding provision. She has completed a self-evaluation form and verbally asks parents and children to give her feedback on her service. While the childminder's use of self-evaluation provides her with some opportunities to review her practices, it does not go far enough to ensure that she has effective systems in place for monitoring her educational provision. This results in a lack of planning that is tailored to meet individual children's learning needs.

Partnerships with parents are effective. The childminder works well with the parents of children she cares for to establish a good relationship. She communicates daily, sharing information about the children's routines, what they have enjoyed doing and their sleeping and eating patterns. The childminder has some links with other early years settings which children also attend. While this provides opportunities for her to discuss the range of topics being covered in the other setting, it does not allow her to discuss the individual learning needs of children who attend both provision. Therefore, the childminder's procedures for complementing the learning that takes place in other aspects of children's lives are not robust.

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	EY470573
Local authority	Southend on Sea
Inspection number	948352
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.

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