

Inspection date

15/05/2014

Previous inspection date

29/11/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Children make good progress in all areas of learning because teaching is rooted in a secure understanding of how young children learn.
- The childminder and assistants build strong relationships with children, who are happy and secure in their warm and affectionate care.
- Very effective working relationships have been established with other early years professionals, to promote seamless transitions and continuity in children's care and learning.
- The childminder and assistants have a good knowledge of how to keep the children safe and secure and they take their safeguarding role seriously. This ensures that the children remain safe within their care.

It is not yet outstanding because

- The childminder is not always maximising the opportunities for children to extend their vocabulary and use expressive language.
- There is scope to improve the opportunities for parents to contribute their observations of children's learning, so this shared knowledge can be used to help plan and share ideas about how to move children forward.

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 outdoor learning environment and viewed the premises.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder, assistant, children and a local authority adviser.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the childminder, her family and assistants, self-evaluation, risk assessment, policies and procedures and other documentation relating to health and safety checks.
- The inspector took account of the views of parents spoken to on the day and from written responses obtained by the childminder.

Inspector

Patricia Champion

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult child and two children aged eight and 12 years. They live in a house in Southend-on-Sea, Essex. The childminder regularly works with assistants from this address. She uses the whole of the ground floor, the bathroom on the first floor and the rear garden for childminding. The family has a dog and two cats as pets. The childminder attends a local toddler group and activities at the local children's centre. She walks or drives to local schools to take and collect children. There are currently seven children attending who are within the early years age range; all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 12 years. The childminder works all year round, from 6.30am 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 and the local childminding network.

What the setting needs to do to improve further

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

- enhance the already good quality learning experiences by ensuring that every opportunity is used to extend children's vocabulary and their expressive language skills, for example, by using more open questions to expand on what children say and by introducing additional words when responding
- build on opportunities for parents to share information about children's achievements at home to further involve them in their children's learning and development, for example, by contributing their observations to the development records and sharing ideas of how to move each child forward.

Inspection judgements

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

The quality of teaching is good. The childminder and her assistants know how children learn best through play and provide many practical and challenging activities that motivate children to learn more. As a result, children are becoming active and inquisitive learners who confidently move around the premises exploring and discovering things for themselves. The garden is successfully used to provide experiences linked to all areas of learning. It provides an interesting extension to the playroom, and children relish the opportunity to take outdoors the toys they are most interested in. This means that the children can successfully follow their preferred learning styles on a larger scale than indoors. For example, children use a large builder's mixing tray to sort and count small

play figures or construction toys. The recent introduction of a 'mud kitchen' gives children greater opportunities to take part in tactile experiences, when they can investigate and experiment by mixing together natural resources.

Children are effectively developing the skills they need in readiness for starting school. They listen carefully and learn to follow instructions. They adeptly use good quality early writing materials and both fiction and non-fiction books are readily accessible, so they learn to look at books for pleasure. A variety of posters and labels are displayed so that children learn that words convey meaning. In addition, children are encouraged to count, explore colours and focus on patterns as they paint pictures or make shapes using play dough. Overall, children are effectively developing their communication and language skills so they can confidently express their needs and feelings. Generally good use is made of carefully formed questions that encourage children to think before they answer. However, the childminder does not always make the very best use of her interactions to extend children's language skills further or to introduce new words.

The childminder effectively undertakes ongoing general observations and completes more structured assessments at regular intervals. She efficiently uses this information to plan activities that are meaningful to each child and effectively builds on their interests and capabilities. The childminder has developed positive bonds with parents, which helps to support the children's learning and development. The childminder is well aware of the requirement to work with parents to complete a progress check for children at the age of two years. The assessment reports are regularly shared with parents, so they can see their children's achievements. However, there is scope to further strengthen parents' involvement in their children's learning by encouraging them to contribute their own ongoing observations or photographs to the development records, to provide useful information for assessments and future planning.

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

Children feel secure and very welcome in the childminder's home. They have a strong sense of belonging because the childminder is proactive in ensuring that they can easily access resources and feel comfortable. Toy boxes have labels and pictures so that children can select and make choices in their play. Child-sized furniture is provided so that children can eat and play in comfort and safety, both indoors and outside. The childminder and assistants know the children well. They sensitively bond with them and their positive role modelling enables the children to remain happy and build trusting and secure relationships. As a result, children behave well, develop good social skills and learn right from wrong. The childminder and assistants encourage children to share and take turns as they play. In addition, they calmly provide explanations for children so that they develop a good understanding of how to treat others with respect. Praise and encouragement is provided appropriately so that children understand clearly what they have done well. As a result, children develop good levels of confidence and self-esteem. This effectively supports children's personal, social and emotional development.

The childminder and assistants effectively promote good health by teaching children about healthy lifestyles. For example, children learn about the importance of good hygiene

practices, healthy eating and the benefits of fresh air and exercise. They are provided with plenty of opportunities to take part in physical activities, both inside and outside, which include visits to local parks, play areas and energetic play in the garden. As a result, children confidently develop their coordination and balancing skills, for example, they adeptly steer bicycles to avoid obstacles. The childminder consistently draws children's attention to outdoor safety routines, such as putting on sun lotion and wearing sun hats before anyone goes outside to play. Children listen carefully to the childminder's explanations about the potential risks of playing in the hot sun. This means that they understand that it is safer to play in the shade and they know they must have regular drinks to prevent themselves from becoming thirsty or dehydrated.

There are good arrangements that support children at times of transition. The childminder works well with parents to establish children's likes and preferences at the start of the placement. This enables her to ensure that children are happy and the routines meet children's individual needs. The childminder keeps parents fully informed about the children's care routines by sharing a comprehensive daily log of what they have eaten and the activities they have participated in. When children attend other settings, such as nurseries, the childminder effectively liaises and shares her observations with key persons, to support continuity in children's care and learning. The childminder also ensures that children are prepared for starting school. For example, she takes them on regular outings, so that they can socialise with other adults and children. She also makes sure that children confidently gain useful self-care skills, such as independent toileting, dressing themselves, preparing snacks or pouring their own drinks.

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

Following a visit by Ofsted to the childminder on 11 March 2014, the childminder was issued with a notice to improve that asked her to: implement her policy in order to safeguard children, by improving her understanding of the procedures to be followed in the event of an allegation against anyone living, working or caring for children on the premises; ensure that regard is given to the government's statutory guidance 'Working Together to Safeguard Children', in respect of notifying agencies with statutory responsibilities without delay, if she has concerns about children's safety or welfare; implement an effective behaviour management policy and procedures in order to take into account children's individual needs, and to ensure that all children's behaviour is appropriately managed, by making sure that she has the necessary skills to advise assistants on behaviour issues, and to access expert advice if necessary. An inspector carried out a monitoring visit to the childminder on 2 May 2014. At this visit it was found that the childminder had taken prompt and very effective action to meet the requirements of the Early Years Foundation Stage.

The safeguarding arrangements are now rigorous and robust because the childminder was absolutely determined to address the required actions detailed above, and raise the quality of her provision. As a result, the childminder and her assistants have all significantly improved their understanding of child protection and behaviour management issues, so they are confident in their ability to implement effective procedures that protect children.

They have all attended additional training and the documentation that promotes children's welfare and safety is now easily accessible and meticulously organised. All adults in the household, and the assistants, have undergone relevant vetting and checking procedures to ensure children's safety. The childminder is vigilant about the security of the children and any visitors are carefully monitored. Risk assessment is comprehensive and covers all aspects of the premises and garden and includes outings away from the home setting. The childminder reviews the risk assessments regularly to ensure that any hazards are kept to a minimum to promote children's ongoing safety, particularly in relation to the current renovations in the hallway.

The childminder is a highly reflective practitioner. She monitors and evaluates her practice in a robust and self-critical manner in order to bring about further improvement. She incorporates the views of parents and children in the evaluation process to ensure that her practice continues to focus on children's welfare, learning and development. In addition, her monitoring of the educational programmes works well to ensure children successfully achieve and make good progress towards the early learning goals. The childminder has welcomed and followed the advice of her local authority adviser, and has sought further guidance from other childminding training agencies. She has successfully used this new information to improve her service for individual children and their families. The childminder and her assistants also show a great commitment to attend further courses to extend and consolidate their childcare knowledge and skills.

The childminder effectively liaises with parents using a variety of different methods, such as a daily communication book, verbal feedback or via e-mail. The childminder puts an enormous amount of effort into presenting paperwork attractively to children and their parents. A wealth of information is displayed in the entrance hall and playroom, where both parents and children can see important notices, certificates and posters. Parents discuss their confidence in the childminder. They say they really appreciate her flexibility and say that their children's progress has come on in 'leaps and bounds' since they started. The childminder is well aware of her responsibility to liaise closely with a wide range of professionals and work with them in order to support children and their families, when the need arises. She has close links with other childminders, local children's centres and nurseries, so that seamless transitions and continuity in children's care and learning are successfully supported.

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	EY443308
Local authority	Southend on Sea
Inspection number	974669
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	18
Name of provider	
Date of previous inspection	29/11/2012
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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