

Inspection date

Previous inspection date

30/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 quality of teaching is rooted in the childminder's robust knowledge and understanding of how children learn. As a result, children are well prepared for their next stage in learning, such as school.
- Assessments of children are accurate as they are based on a secure knowledge of how children learn and develop. Parents are encouraged to take part in children's initial and ongoing assessment. This ensures the childminder has a complete picture of each child's level of attainment.
- The childminder forms appropriate bonds and attachments with children so that they feel emotionally secure in her care. She is fully aware of the children's safety and well-being and clearly demonstrates that she keeps children safe.
- Partnerships with parents are good as the childminder understands the importance of good communication about children's learning and development. She communicates with parents in a variety of ways, ensuring that they are kept up to date about their children's well-being.
- The childminder has a strong commitment to developing her knowledge and skills to further benefit the children.

It is not yet outstanding because

- The opportunities for children to explore the natural world in the outside play area have not been maximised.

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 children playing in the downstairs area.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
The inspector looked at children's assessment records, evidence of suitability of the childminder and household members, the childminder's self-evaluation details and a range of other documentation, including safeguarding procedures.
- The inspector took account of the views of parents as given in their written feedback to the childminder.

Inspector

Tina Mason

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children aged 13, 12, eight and six years in Stanford-le-Hope, Essex. The whole of the childminder's house is used for childminding and there is an enclosed garden available for outside play. The childminder takes children on outings to the local shops and local park. She is able to take and collect children from local schools, nursery and pre-schools. The childminder currently has three children on roll, all are in the early years age group. The childminder operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays, which are agreed in advance. Children are able to attend for a variety of sessions. The childminder 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:

- extend the already good activities for children in the outside play area to further promote their understanding of the natural world.

Inspection judgements

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

Children are happy, secure and settled with the childminder who provides a stimulating and warm atmosphere, where children learn and develop extremely well. The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder completes initial assessments for new children with their parents, so that they are fully involved and know where children are in their learning and development. Daily diaries are used to make sure that information about children is effectively passed on and not missed at busy going home times. Parents are able to share in the children's activities and are encouraged to extend the children's learning at home.

Clear observations of children's learning are recorded in detailed learning journals. The childminder uses these observations to assess the children's development and to plan for each child's next learning steps. The childminder is actively engaged in the children's learning and development. She supports each child by guiding their learning, utilising her detailed knowledge of how children learn and develop to help them make the best possible progress. There are clear links between planned activities and individual children's assessments. Consequently, activities are meaningful as they are linked to their current interests. For example, as children explore the cars and race track, the childminder supports them by extending their learning through questioning, intervening in their play

appropriately for their age and stage of development. The childminder also undertakes regular observations and writes termly reports for parents, meaning that children continue to be monitored and assessed. The childminder is aware of the need to complete the required progress check for children between the ages of two and three years, when the time arises.

The quality of teaching is good as children enjoy a range of age-appropriate toys and activities. For example, children enjoy taking part in art and craft activities, where they use their imagination to create patterns. Children are provided with good resources so they can engage in imaginative role play. The resources and activities provided enable children to develop their independence and language development and builds a secure foundation for future learning and their eventual transition to school. For example, a child talks about a dragon they are making out of the green play dough and the childminder encourages them to describe the dragon to her as they make it. Therefore, children's language skills flourish as they express themselves effectively. Consequently, their language development is well supported. Children have access to the garden area, where they are able to access a range of activities to develop their physical development, which include push and pull toys and ride-on toys. However, there is scope to extend the planning of activities even further to enhance children's understanding of the natural world. There is a good selection of books and games, which helps develop children's early literacy skills. Children find and handle books for themselves and thoroughly enjoy the interaction with the childminder. There are signs and labels used around the home, which help children recognise that print carries meaning and develops the skills they need for early reading. Children are offered good opportunities to develop their awareness of diversity. For example, they access resources, such as books and role play items, that give information and positive images about other ways of life.

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

Children's well-being is effectively promoted as the childminder takes time to listen to what they have to say and this helps them to feel valued. Children's self-esteem blossoms with consistent interaction, well-organised activities and the freedom to make choices about their play. The childminder is sensitive and caring and fully supports children in forming strong, emotional attachments. This provides a solid foundation for their personal, social and emotional development and helps children to be ready for their transfer to pre-school or school. Children form positive and close relationships with the childminder and her family, as a result, they are very happy and settled. The childminder's home is arranged to enable children to play safely. She helps children gain a good awareness of keeping themselves safe with consistent, age-appropriate explanations. This helps to raise children's awareness of potential dangers and enables them to understand the consequences of their actions. For example, she teaches children about road safety as they walk to and from school.

The childminder works in close partnership with parents to support children's all-round development and emotional well-being. Children settle well because the childminder is fully aware of each child's individual routines. She prioritises gathering important

information about children from parents during the initial visits and then effective settling-in sessions are organised to meet the needs of each child. As a result, children quickly settle into the childminding environment, which helps to support their care, learning and development. Children's achievements are valued and they are praised for their efforts. As a result, their behaviour is good. They are encouraged to take responsibility for themselves as they learn to listen, share, take turns and be kind to others. Consequently, children learn how to play cooperatively. The childminder is attentive to responding to children's different personalities, offering regular praise and encouragement, which contributes to children developing a sense of self-worth.

Children follow regular routines that help them to learn about good hygiene practices and the importance of personal care routines. For example, they learn to wash their hands prior to eating. Children learn about healthy diets and are learning about the reasons why eating a nutritious diet is important. They participate in a varied range of activities, which positively contribute to their physical fitness. Children have access to the childminder's garden, where they are able to use the ride-on toys to develop their physical skills and enjoy daily exercise and fresh air.

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

The childminder is secure in her knowledge of how to keep children safe. She has developed a very good understanding of the signs and symptoms of abuse that may cause her concern. She fully understands the importance of quickly accessing help and advice should she become concerned about a child's welfare. The childminder demonstrates an acute awareness of the supervision requirements of younger children, both when inside the home and on outings. Consequently, written risk assessments help minimise identified risks in the home, garden and on outings. All documentation pertaining to the safeguarding and welfare requirements, including policies and procedures, are effectively organised and of a high standard.

The childminder fully understands and fulfils her responsibilities to meet the requirements for the Early Years Foundation Stage. She demonstrates a high level of knowledge about children's learning and development and monitors the educational programmes to ensure that children are making good progress in her care. Assessments of the children are thorough and the childminder knows the children well. This helps her to form strong attachments and bond with children. The childminder takes the children out and makes good use of the local community facilities for young children and has developed good links with the local school. Systems for monitoring and evaluating practice are well established. The childminder knows her strengths and has clear action plans in place to improve learning experiences for all children.

The childminder builds good partnerships with parents. She promotes effective communication through talking with parents each day and by providing a daily diary, which sets out children's care needs as well as the activities they have enjoyed and the progress they are making. She encourages parents to provide information about their

child, which helps her ensure continuity between the child's home and the setting. Questionnaires from parents and children state that they are happy with the care and education received. The childminder develops links with the other providers of the Early Years Foundation Stage. She is confident about forming links with other provisions and professionals, to ensure a coordinated service for all children and a sustained consistency of care across settings. This ensures that she meets every child's individual needs successfully.

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	EY443705
Local authority	Thurrock
Inspection number	885731
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
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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