

Inspection date

Previous inspection date

03/07/2014

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 very good because the childminder uses every opportunity during daily routines and activities to extend children's learning. Consequently, all children are making good progress.
- Children are happy and feel emotionally secure because settling-in procedures are effective and the childminder knows the children well.
- Children's language and communication is well promoted. The childminder confidently extends children's vocabulary and supports them in discussions.
- Children are effectively safeguarded as the childminder has a strong understanding of her responsibility to protect children in her care. She uses clear policies and her own good practice, to promote children's safety and well-being.

It is not yet outstanding because

- There is room to strengthen the partnerships with parents further, so that they have greater opportunities to share more information about their children's learning and development at home.

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 indoor and outdoor learning environments.
- The inspector held discussions with the childminder and the co-childminder about the children's progress and achievements.
- The inspector viewed the children's development records.
- The inspector saw evidence of suitability and qualifications of the childminder, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents from references 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 and two children aged two and three years. They live in a house in Southend-on-Sea, Essex. The childminder currently works with a co-childminder from an address in Leigh-on-Sea, Essex. They use the whole of the ground floor of the co-childminder's house and the rear garden for childminding. The childminder attends a local toddler group and activities at the local children's centre on a regular basis. The childminder walks or drives to local schools or pre-schools to take and collect children. There are currently 17 children on roll, of these, eight are within the early years age range. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of a 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:

- extend ways for parents to engage in children's learning, for example, by providing regular opportunities for them to contribute ongoing information about their child's learning at home and by gathering more precise information about children's starting points.

Inspection judgements

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

Children make good progress as the childminder has an in-depth knowledge of how young children learn, gained through her previous teaching experiences. A wide range of stimulating, planned and freely chosen play experiences across the seven areas of learning are provided every day. This means children are motivated to learn and thoroughly enjoy their time with the childminder and her co-childminder. Teaching is consistently good, and sometimes outstanding, as the childminder makes sure that her activity planning is guided by children's interests and their preferred learning styles. For example, the childminder recognises that some children prefer outdoor play, where they can experiment and investigate on a larger scale than when playing indoors. A wide variety of sensory, messy and open-ended resources are provided for children to discover. For example, children relish making imaginary desserts using shaving foam or use their senses when manipulating scented play dough.

Interaction is very good. The childminder recognises when children are absorbed in play and, when the opportunity arises, she joins them to extend their language development. When children play in the role-play diner, set up to mark American Independence Day, the childminder places orders and talks about the menu. The use of open questions

encourages the children to join in conversations, share their ideas and views and develop their understanding of how verbal interaction takes place. For example, the childminder encourages children to talk, listen and take turns. This means that children are beginning to communicate confidently and clearly. They are very curious, eager and particularly excited when sharing what they are learning with visitors. For instance, children enjoy looking through their development journals and recalling previous learning experiences. The childminder completes regular and precise assessments of children's learning. She identifies children's next steps in learning and this information is routinely shared with parents. In addition, parents have the opportunity to contribute their comments to the progress check for children aged between two and three years. However, parents are not consistently encouraged to contribute information about starting points or ongoing observations of their children's learning at home. This means that planning for children's learning is not always sharply focused, as the childminder is not consistently obtaining a complete all-round view of their interests and achievements.

Children are confidently gaining the necessary skills to support their future learning. A variety of activities are planned to help the older children in readiness for starting school. As a result, children independently manage their personal needs, know when it is important to listen attentively and they confidently express their ideas. The childminder encourages children to change their clothes by themselves, when they get ready for water play in the garden. They look at books for pleasure and can easily recognise their own names. Children write their names on artwork and show control when using a pencil to form letters correctly. The childminder uses everyday routines effectively to develop the children's mathematical skills. For example, children count and calculate how many cups or chairs are needed at lunch time. Children also have purposeful opportunities to learn about technology, when they use the camera to take photographs of their activities.

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

The childminder and her co-childminder provide a happy, welcoming environment, in which children's well-being is successfully promoted. Each child has an appointed key person so that parents confidently know who they can relay messages to each day. The childminder takes responsibility for the youngest children that attend the provision. She ensures they have plenty of opportunities to play actively, as well as time to relax. There are comfortable spaces provided for children to sleep peacefully and undisturbed. Child-sized furniture is provided so that children can eat and play in comfort and safety. The childminder knows the children well. She bonds with them well and her positive role modelling enables the children to remain happy and content in her care and build trusting and secure relationships with her. This promotes positive behaviour because as they become independent they are able to support each other and take turns when sharing toys.

The indoor and outdoor environments are extremely well resourced and inviting for children. The childminder ensures the garden is a safe place for children to play in hot weather. She provides shaded areas with a gazebo and children's tent and makes sure that sun lotion is applied. Children eagerly explore the world around them while the

childminder and her co-childminder supervise them to ensure their safety. Children learn how to be safe as the childminder encourages them to manage appropriate risk for themselves. For example, children carefully chop strawberries using safe knives. This ensures they are challenged, as a result, they learn new skills. The childminder supports children effectively as they move to other settings. For example, she takes children to regular community toddler groups, where they are able to develop their confidence and socialise with their peers.

Children learn to adopt healthy lifestyles because stimulating activities are planned, both in the home and on outings, for children to develop their physical skills. The garden provides good opportunities for children to exercise and use physical apparatus. Also, outings are planned to parks so that children can explore a wider range of physical challenges. Children enjoy healthy meals and snacks. They develop good self-care skills as they feed themselves and the childminder ensures that their drinking cups remain within eyesight, so they can have a drink whenever they wish. Suitable nappy changing takes place and this enables young children to develop a good understanding of healthy routines, as the childminder talks to them about the need to be clean and fresh.

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

The childminder has a good knowledge and understanding of the requirements of the Early Years Foundation Stage. The arrangements for safeguarding are thorough and ensure that children's welfare is consistently prioritised and promoted. All essential documentation is systematically organised in an informative portfolio, which is shared with parents. This helps the child-friendly provision to be managed safely and efficiently. Children are protected well as supervision is highly attentive and all adults likely to have contact with children have completed the relevant background checks. The childminder regularly checks the premises to ensure that potential risks to children are effectively minimised. There are clearly written procedures regarding the steps to take if the childminder has concerns about a child's welfare. She has attended specific safeguarding and first-aid training. This means the childminder holds all the relevant details for reporting any concerns, should they arise, and can deal with minor accidents and injuries.

Children really benefit from the care of a motivated childminder, who is also a qualified teacher. Her previous experiences, and her more recent childminding training, have a very positive effect on the quality of the environment and activities provided for children. She is a very reflective practitioner and plans for the future are well targeted, to bring about further improvements to children's learning and development. Self-evaluation includes a detailed analysis of current practice and includes clear aims, such as attending further training. The childminder and her co-childminder also observe and evaluate each other's practice as part of their continuing professional development. Activity planning is regularly evaluated and reviewed to ensure that the educational programme is enthusiastically developed with fresh ideas. In addition, children's progress is closely tracked and monitored to ensure there are no gaps in learning.

The environment is welcoming and friendly, which means parents feel comfortable and able to speak to the childminder about their requirements. Partnerships with parents are professionally managed and a wide range of written information is readily available. Important certificates and notices are clearly displayed. Parents are invited to share their views and comments by completing questionnaires. This enables the childminder to make adjustments to the provision in order to meet the needs of individual families. Parents make positive comments about the care provided and compliment the childminder and her co-childminder on the way they keep the children busy with fun activities. The childminder is well aware of the importance in maintaining effective relationships with other early years settings, to promote smooth transitions and continuity in children's care and learning. She liaises with key persons in local pre-schools to share information and has close links with nearby primary schools. This means that the childminder can effectively support children as they make the transfer to full-time education.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY453948
Local authority	Southend on Sea
Inspection number	919786
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	17
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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