

Inspection date	03/07/2014
Previous inspection date	22/12/2009

The quality and standards of the early years provision	This inspection:	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

- Teaching is very good as children are provided with a broad range of interesting experiences across all areas of learning, both indoors and outside. As a result, children show good progress in their learning and development.
- The childminder provides a safe, warm and welcoming family home where children feel emotionally secure and learn effectively through play and exploration.
- The childminder effectively engages in play with all children, chatting to younger children about what is going on and introducing simple questions to older children. This effectively supports children's communication and language skills.
- The childminder has a good understanding of the safeguarding and welfare requirements and is conscientious about keeping children safe while they are in her care.

It is not yet outstanding because

- There is scope to develop further the opportunities for parents to play a more active role in their children's learning, to ensure that the childminder has a complete all-round view of the children's progress and development.

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 her co-minder 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 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult children in a house in Leigh-on-Sea, Essex. The childminder works with a co-childminder from this address. She uses the whole of the ground floor and the rear garden for childminding. The childminder runs a local toddler group and attends activities at the nearby children's centres 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 also offers care to children aged over five years to 11 years. 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 Professional Association for Childcare and Early Years and a local childminding network. The childminder is accredited to take funding for three- and four-year-old children.

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

The childminder has a secure knowledge of how young children learn. Teaching is good and sometimes outstanding. This is because the childminder provides very interesting activities that encourage children to become confident learners, who spend their time productively. The environment created by the childminder is very appealing to children and provides experiences across all seven areas of learning, both indoors and outside. Since the last inspection, the childminder has reviewed the indoor play space to give children greater opportunities to select resources for themselves and make decisions in their learning. In addition, interesting adult-led experiences are provided, such as cooking and art and craft activities, linked to cultural and traditional events from around the world. For example, children make hot dogs and design flags to mark American Independence Day.

The acquisition of communication and language skills is well supported as the childminder models language effectively. For example, she talks with children about recent events and about the ideas they have as they play. She gently encourages children to take turns to speak and to listen to each other's contributions. Children become totally absorbed in their

play and, through these supportive interactions, become explorers and thinkers. For example, children have time to explore and experiment with play dough, discussing the changes that take place. The childminder then demonstrates how to make prints in the dough, and the children thoroughly enjoy trying this. They make marks as they introduce a variety of tools and mould different shapes. The childminder supports the children with plenty of praise and support as they count how many pieces they have and recognise the initial letter of their name. Children practice their early writing skills, holding pencils correctly when drawing or making marks on lists. They capably write their names on their artwork and are proud when their pictures are displayed. Children have access to a camera and they are keen to record their experiences and take photographs of the small creatures and insects they find in the garden. This helps children to understand the importance of technology. Consequently, all children are making good progress towards the early learning goals, which helps to prepare them well for their future learning and the move on to school.

The childminder uses assessment well to build up a picture of individual children's progress and also to immediately plan for their next steps of learning. Both the childminder and the co-childminder observe and support each child in making good progress. The development journals provide a wide variety of examples of children's work with photographs of their achievements. Children's achievements are regularly shared with parents via daily feedback and the development journals are available for them to view at frequent intervals. Parents are also invited to contribute to the required progress report when children are aged between two and three years. However, parents are not consistently encouraged to contribute comments about starting points and 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.

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. The childminder is calm and caring and children form warm bonds with her. They approach her readily and with affection, and she reciprocates with cuddles and smiles. Children particularly enjoy cuddling close to her as they read books. Children demonstrate confidence as they explore the resources, and the childminder is always on hand to support their play. This gives children a strong base and high levels of confidence and self-esteem to make good progress. The childminder finds out about individual care requirements, when children join the setting. As a result, continuity of care is assured and children quickly settle and feel secure. Each child has an appointed key person so that parents confidently know who they can relay messages to each day. The childminder currently takes responsibility for the older children in the early years age group.

Children flourish and thrive because they have a strong introduction to a healthy lifestyle. Fresh air and exercise is part of the daily routine. Children go on frequent walks in the vicinity. They use a variety of apparatus to develop their physical skills, both in the garden and at local parks. Good daily practice reinforces children's understanding of hygiene. For

example, children wash their hands before eating and after using the toilet. The childminder attends to children's personal needs well, keeping noses clean and using individual facecloths for each child to prevent germs spreading. Children eat a nutritious diet and the childminder encourages children to try and taste new food. Drinks are readily available so that children do not become thirsty or dehydrated. Any individual medical or dietary need is well known and respected by the childminder. The childminder is very mindful of the effects of warm weather and ensures that children play in the shade and wear sun lotion, when they play outside. Children adeptly develop their independence skills. They feed themselves at mealtimes and pour their own drinks. They are also starting to becoming skilled at dressing themselves, for example, when they dress in appropriate clothing as they go outside to paddle in the water tray.

The environment is safe and welcoming and the childminder's consistent and calm manner enables children to independently explore their environment with confidence. Children of different ages behave well and play together harmoniously, when manipulating play dough or engaging in role-play scenarios. The childminder helps children to understand clear boundaries. They learn about taking care when playing, as the childminder gives gentle explanations about avoiding tripping hazards, or she points out the consequences if they climb on furniture. Fire drills are practised so that children learn to swiftly evacuate the premises in an emergency. Toys and play materials are regularly checked for damage or cleanliness. This means that the youngest children are safe to explore items in their mouth or hands. The childminder regularly visits toddler groups to give children the opportunity to play in a larger group and become accustomed to new environments. This, along with children's positive attitude to exploring and building friendships, offers good support for children to be emotionally well prepared for the next stage in their learning.

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

The childminder is aware of her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are well protected as all the required documentation is maintained to a consistently high standard. The childminder has successfully implemented written policies and procedures, that outline all aspects of the care she provides, to promote children's welfare and safety. She completes risk assessments to help to provide a safe environment for children to play. The childminder also assesses the potential risks prior to any outings, to ensure that she has carefully considered and covered all possible eventualities. The childminder has a good understanding of how to safeguard children from harm, which includes recognising signs and symptoms that would cause concern about a child in her care. She also keeps her first-aid certificate up to date so she knows the correct lifesaving procedures to use in an emergency.

Children benefit because the childminder is motivated and shows a very positive attitude towards continually developing her practice. As a result, the recommendations made at the last inspection have successfully been addressed. The childminder effectively uses the Ofsted self-evaluation document to reflect on and evaluate her service. She sets herself challenging targets for the future and continually attends training courses and workshops

to develop her practice. The childminder and her co-childminder also observe and evaluate each other's practice as part of their continuing professional development. Since the last inspection, the childminder has achieved a foundation degree and she effectively uses her increased knowledge of how children learn. This means the childminder now makes good use of sensitive observations and assessments in order to plan and provide experiences which are appropriate to each child's stage of development. Children's achievements are also carefully tracked, to ensure any area where learning is less than expected is promptly identified, and support is then obtained from other agencies or professionals.

Very friendly and helpful relationships have been established with parents. Daily written accounts of the care routines, such as mealtimes and nappy changes are shared. Important notices and certificates are displayed in a prominent position, so that parents are made aware of key aspects of the childminding service. Clear contracts and consent agreements are in place, so that children are cared for according to parents' wishes. Parents are invited to share their views and comments by completing questionnaires and they make very positive comments about the care provided. Parents say they have complete peace of mind when leaving their children, knowing they will be happy and cared for in a similar environment, and with similar rules to home. The childminder also works with her network adviser and shares ideas and information about best practice with other childminders. She has well-established links with the key persons in local nurseries and primary schools to enable her to promote continuity in children's care and learning.

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	119404
Local authority	Southend on Sea
Inspection number	874730
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	22/12/2009
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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