

Inspection date	24/07/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 childminder's educational programmes have depth and breadth across the seven areas of learning and provide a range of interesting and challenging experiences. Therefore, all children make good progress.
- The childminder has effective systems in place to identify children's starting points in partnership with parents. Therefore, children are challenged in their learning right from the start.
- Children are 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.
- The childminder provides a warm, welcoming environment for the children and children from good attachments to the childminder. Therefore, they are confident, secure and happy.
- The childminder forms very good relationships with parents; a good two-way flow of communication ensures that children's care and development needs are met.

It is not yet outstanding because

- On occasions, the childminder interrupts children's play, so they are not always given sufficient time to pursue their own learning.

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 viewed children's development records and held discussions with the childminder about the children's progress and achievements.
- The inspector saw evidence of the suitability and qualifications of the childminder, her self-evaluation, risk assessments and policies and procedures.
- The inspector spoke to parents and viewed parent feedback obtained by the childminder prior to the inspection.

Inspector

Daniella Tyler

Full report

Information about the setting

The childminder was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and child aged two years in a house in Leigh-on-Sea, Essex. The whole of the ground floor, one bedroom on the first floor and the rear garden is used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis, and collects children from the local schools and pre-schools. There are currently four children on roll; two of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round, from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. She 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:

- adapt the approach to adult-led activities so that children's natural curiosity is not interrupted and they can complete activities to their satisfaction.

Inspection judgements

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

The childminder provides educational programmes that cover the seven areas of learning in detail. Activities are planned for children's individual needs and support their development. Therefore, all children make good progress. The childminder provides a stimulating and engaging environment that is well resourced and children access resources independently and extend their own learning. The childminder's quality of teaching is good and she is sensitive towards the children's learning needs. However, on some occasions when she is delivering her adult-led activities, she interrupts children's play. Consequently, sometimes children are not always given sufficient time to pursue their own learning. For example, children are thoroughly enjoying playing with the shaving foam, squeezing it through their fingers and finding objects in it. The childminder removes objects from children's hands and encourages them to play with bubbles instead.

The childminder plans activities around children's interests. Therefore, children are motivated and engaged in activities. For example, at playgroups children have shown an interest in messy play activities. The childminder recreates these and extends them to further support children's learning. The childminder obtains information from parents about children's learning and development when they start to gain children's starting points. Therefore, children are challenged in their learning right from the start. The childminder develops children's understanding of the world by supporting their knowledge of different people and ways of life. For example, she recently planned a topic about

France. The childminder provided activities, such as making French flags, eating French food and looking at maps of the world. The childminder prepares children for the move onto school. She encourages children to be independent by dressing themselves and accessing resources freely. The childminder provides a range of resources, such as book bags, role-play and mark-making materials. Therefore, children become familiar with school routines and environments. The childminder provides opportunities for children to practise their literacy skills with a range of non-fiction and fiction books and the opportunity to recognise alphabet letters and numbers. For example, children look for and confidently recognise letters and numbers in a messy play activity. As a result, children acquire the key skills needed for their next stage in learning.

The childminder forms strong relationships with parents. Parents contribute to their children's assessment records with observations and photographs from home. The childminder involves parents in their children's next steps. Therefore, children experience consistency between home and the childminder's care. The childminder uses a daily diary to communicate with parents about children's learning, development and care needs. Parents comment that they really enjoy being involved in their children's learning and are really grateful to the childminder for the learning opportunities she provides for their children.

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

The childminder provides a warm, welcoming environment enabling children to form good attachments and feel secure. The childminder works with parents to establish settling-in sessions for the children. Therefore, children experience a smooth move from home. The childminder obtains information from parents about children's care needs. She is in tune with children's emotional needs and applies strategies to soothe them when they become upset. For example, the childminder shows young children pictures of their family and talks about them when they become unsettled. The childminder promotes children's independence. A range of well-organised resources that are easily accessible for children allows them to build their self-esteem as they make their own choices. The childminder encourages children to dress themselves and pour their own drinks, enabling them to develop important self-care skills.

The childminder promotes positive behaviour with the children. She supports children to understand why they must share and take turns during activities. The childminder clearly explains to children what might happen if they attempt to do something unsafe, so they can start to understand the consequences of their actions. For example, when children throw toys she reminds them how to play with the toys so they do not hurt other children. Boundaries are in place and consistently applied helping children, who are still learning, to manage their own behaviour in age-appropriate ways. Children develop socially as they attend various community groups, mixing with other children and enjoying new and varied activities to stimulate and interest them.

The childminder supports children to understand about the importance of a healthy lifestyle. She provides a range of healthy foods and drinks. She provides children with water that they can access independently and reminds them to drink throughout the day.

Children regularly take part in physical exercise at the childminder's house and also on outings to the local park and beach. The childminder ensures that children wear sun cream and hats while outside in hot weather. The childminder supports children to understand about how to stay safe when in her home and on outings. For example, she regularly reminds children about road safety when they walk to the local park. Children regularly take part in emergency evacuation drills, ensuring they know how to keep themselves safe in an emergency.

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

The childminder has a good understanding of the safeguarding and welfare requirements and has all relevant documentation in place to ensure children's safety. The childminder has a strong knowledge of how to safeguard children and protect them from harm. The childminder can identify possible signs of abuse and has a robust procedure in place when reporting any concerns. The childminder is aware of action to take if there is an allegation made against her or another adult in the household. All adults who work, live or attend the premises on a regular basis have Disclosure and Barring Service checks and are suitable to work with children or be on the premises where childcare takes place. Children play in a secure, safe environment where the childminder completes daily safety checks and regularly reviews risk assessments to promote their welfare. Children are protected in the event of an accident as the childminder holds a current paediatric first-aid certificate.

The childminder has a good understanding of the learning and development requirements and implements them effectively into her practice. The childminder monitors children's progress so she can identify any gaps in their learning. Therefore, children make good progress. The childminder evaluates her practice on a regular basis. She incorporates this into her self-evaluation as well as views from parents, children and other professionals. The childminder has a positive approach to continually developing her practice. She plans to complete food hygiene training and further her safeguarding knowledge to ensure children remain safe.

The childminder has built up effective relationships with parents. She has a two-way flow of communication to support children's care and development needs. The childminder and parents make comments in the daily diaries to ensure children's needs are continually supported. Parents regularly contribute to children's assessment records and comment that they enjoy this. Parents are provided with satisfaction questionnaires. They comment that they are happy with the care their children receive. The childminder has formed relationships with local schools and pre-schools in preparation for when she has to liaise with them about children in her care. She has formed good links with the local children's centre and attends regularly with the children.

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	EY470826
Local authority	Southend on Sea
Inspection number	953632
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
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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