

Inspection date	19/08/2014
Previous inspection date	02/02/2012

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

- The childminder is confident in her teaching and skilfully interacts with children during activities. As a result, children become motivated learners who make good progress in their development.
- Children develop warm, affectionate bonds with the childminder and are very happy in her care. This promotes their emotional well-being very successfully.
- The very good partnerships established with other settings children attend, such as other childminders or nurseries, means there is ongoing informative discussions about children's learning and development. As a result, children's moves between settings are supported exceptionally well.
- Children are protected from harm because the childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. A comprehensive range of policies and procedures are implemented, which ensures a safe and secure environment for the children.

It is not yet outstanding because

- The childminder has not kept Ofsted fully informed about significant changes or events.
- There is room to enhance further the arrangements for all parents to share information about their children's learning at home, to enable the childminder to have a more complete all-round view of every child's 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 compulsory part 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 learning environment and looked around the ground floor of the premises.
- The inspector discussed the children's learning and development with the childminder.
- The inspector viewed the children's development records.
- The inspector saw evidence of suitability and qualifications of the childminder and her family, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents from their responses to surveys and from references obtained by the childminder.

Inspector

Patricia Champion

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged eight and 10 years. They live in a house in Southend-on-Sea, Essex. The childminder occasionally works with a co-childminder from this address and her husband sometimes works as an assistant. She uses all areas of her home and the rear garden for childminding. The family has pet guinea pigs. The childminder attends local toddler groups and activities at the local children's centre on a regular basis. She walks to local schools or pre-schools to take and collect children. There are currently six children attending who are within the early years age range, all of whom attend on a part-time basis. The childminder supports children who speak English as an additional language. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years and a local childminding network. She is accredited to provide funded early education for two-, 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 all parents to engage in children's learning, for example, by enhancing the opportunities for them to contribute ongoing information about their child's learning at home.

Inspection judgements

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

Children's learning and development is promoted very effectively because the childminder really understands how they learn through play and provides very stimulating first-hand experiences. Teaching is good and sometimes outstanding, because the childminder plans flexibly, while skilfully matching opportunities to children's current learning needs and their next developmental steps. The childminder consistently observes and records the progress that children make, which enables her to make accurate assessments for children's next steps in their learning and development. She demonstrates a clear understanding of her responsibilities relating to the progress check for children between the age of two and three years. The childminder's partnerships with parents, with regard to supporting children's learning and development, are good and contribute significantly to the good progress children make. For example, parents are asked to tell the childminder what their children can do on entry, to help her establish their starting points. The childminder shares children's developmental record with parents on an ongoing basis, so they are fully informed of the progress children are making. Ideas to extend children's learning at home are also provided by the childminder. However, she does not consistently obtain parents'

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 does not have a complete all-round view of their interests and achievements.

There is an extremely good blend of child-initiated and adult-led play. The childminder participates well in children's play as she joins in at their level and allows children to take the lead. Resources are easily accessible and children are encouraged to make independent choices within their play. As a result, children feel valued, respected and motivated to learn more. Children's skills in communication and language are significantly enhanced by the childminder. She speaks constantly to children and gives them a running commentary of what they are doing. This helps to increase young children's listening skills and develops their understanding and vocabulary. This also demonstrates the childminder is skilled in promoting language development as she enables children to become confident and effective communicators. For example, young children enjoy nursery rhymes and can be heard singing songs spontaneously, while using musical instruments. The childminder also skilfully uses books and stories to remind children of the sounds animals make. Children then transfer this acquired knowledge when pointing to the animals in the book they have chosen and make the sounds associated with the animals.

Children are effectively developing the skills they need for future learning, in readiness for starting nursery or school. The childminder provides many social outings and activities so children learn to how to behave as they mix with others in a larger group. This also means that children understand the times when they need to sit still and listen carefully to adults. The older children learn about the sounds of letters and how they blend to make different sounds that build words. As a result, children relish the opportunity to play games with flash cards or look at books for pleasure. The childminder has dual language books and interactive toys to support the developing communication skills of children who speak English as an additional language. Numbers, colours and shapes are included in conversations so that young children learn to count, sort items and use mathematical language. Regular trips to local parks, farms, the beach and sea life centre enhance children's knowledge and understanding of the natural world.

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

Children demonstrate a strong sense of security and are happy and self-assured in the setting. The childminder's home is a warm, welcoming and children clearly thrive and grow in confidence in the trusting environment. Plenty of laughter and giggles are heard because children are made to feel part of the childminder's family. As a result, they feel confident and interact positively with the childminder's own children. Settling-in procedures are very carefully organised to ensure that young children feel secure and develop strong bonds with the childminder. These close bonds and the warm environment, very successfully support children's emotional and physical well-being and support their move from home to the setting. The childminder has high expectations of the children and they are supported sensitively in all aspects of their development. They are encouraged to be independent and to make choices, and consequently, exhibit high levels of self-esteem.

The childminder's regular trips to toddler groups and school help children to develop

confidence away from the main care setting. This prepares children for the next step in their life, such as starting at the local nursery or school. There is a close working relationship with the local school, which supports children's future moves extremely well. The childminder actively encourages children to respect and value one another. She acts as a positive role model by reinforcing appropriate behaviour and providing clear guidance to the children. She uses a sensitive approach to managing behaviour to support the children to learn to share and take turns. As a result, children's behaviour is very good as they respond very well to the constant praise and encouragement.

The childminder effectively supports the children so they learn about their personal health and well-being. A high standard of cleanliness is maintained in the premises. Young children start to learn about hygiene routines because the childminder sensitively explains why they need to clean their hands, following nappy changes. The childminder works closely with parents to ensure that a good variety of balanced and nutritious meals and snacks are provided for the children. Fruit and vegetables are grown in the garden, so children develop their understanding of a healthy diet and lifestyle. The children have daily opportunities for fresh air and exercise to ensure they are physically active. They also have regular visits to local parks and play centres, where the childminder encourages them to explore more challenging physical play equipment. This enables the children to gain an understanding of taking safe risks and develops their self-assurance. The childminder is attentive and demonstrates her understanding of keeping children safe throughout their play, during the daily routine or while on outings. Children are given gentle reminders about not to run indoors or to sit carefully, in case they slip and fall. They also regularly practise emergency evacuation procedures. This means that children are encouraged to manage their own safety and growing independence.

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

The childminder is highly conscientious in ensuring the safety and supervision of children. All children enjoy a safe and secure play and learning environment because records show risk assessment and health and safety checks are rigorous. The childminder's house is very secure and no unauthorised person is able to gain entry. A comprehensive range of relevant policies and procedures underpin the welfare and safety of the children attending. The childminder ensures parents are made aware of these at the outset of a placement. She has attended safeguarding training and the required contact numbers, are readily available, if she has concerns about a child's welfare. The childminder effectively supervises children as they play on the premises or when they go on outings. She makes certain that the required adult-to-child ratios are met and she is within sight and hearing of children at all times. The childminder occasionally works with an assistant and another childminder, to ensure that she can continue to offer effective support for the children of parents who work changing shift patterns. However, the childminder has not kept Ofsted fully informed about all the people who work on the premises. On this occasion, Ofsted is not taking any action, but may consider this information should any similar breach in the requirements occur in the future. This breach in the safeguarding and welfare requirements does not have a significant impact on the welfare and safety of the children because the other childminder has been checked by Ofsted, and cleared as suitable to

work from another premises. Consequently, all adults supervising children have completed the relevant background checks.

The childminder shows an excellent commitment to developing her practice as she regularly attends training to update her skills and knowledge. She also ensures the assistant is clear about their role and responsibilities. The childminder has achieved a relevant qualification at level 5 and has attended an extensive range of early years courses and workshops. This helps to promote her own learning and ensures her practice is current, which very much benefits the children in her care. Self-evaluation is at the core of everything the childminder does. Her documentation is meticulously organised, easily accessible and underpins her practice extremely well. The self-evaluation process is highly effective, which contributes to the childminder having an honest and realistic view of her strengths and the areas that can be improved. Parents are consulted on a regular basis to ensure their needs and views are included in the self-evaluation. Their views are valued and included as part of this process. The childminder has addressed the recommendation set at the last inspection, and continually reviews her risk assessments to benefit all of the children in her care. The childminder has created highly effective ways of monitoring children's development. She checks learning journals regularly to ensure that children are making progress and that parents are being kept informed. She completes an overall assessment when the children enter the setting, which shows if there are any delays or gaps in children's learning and development. This ensures that she can track the children's progress accurately because she holds detailed information about their starting points.

The childminder works well in partnership with parents. They are fully informed of how the service operates because a wealth of information is provided on notice boards or on the dedicated website. In addition, daily chats at drop-off and collection times, and very detailed individual diaries provided for young children give parents a full picture of how their child has spent their day away from their care. Parents' comments show they are very satisfied with the service they receive. They say that their children have strong connections with the childminder and that she understands their individual care needs and successfully plans to meet and enrich these. The childminder has extremely positive links with providers of other early years settings children also attend. This promotes sharing of information to provide consistency of care and learning as children move between settings.

The Childcare Register

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY407751
Local authority	Southend on Sea
Inspection number	985890
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	6
Name of provider	
Date of previous inspection	02/02/2012
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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