

Inspection date	27/08/2014
Previous inspection date	23/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Children are making good progress due to the childminder's clear understanding of how to effectively promote children's individual development in all the areas of learning, both indoors and outdoors.
- Children learn to solve problems and to think critically because the childminder uses effective questions and encourages children to respond in their own time.
- Children are effectively safeguarded. The childminder has completed recent training and is well informed about child protection issues.
- Children's emotional well-being is strongly supported because the childminder has developed close attachments with them and installs high levels of confidence, independence and self-esteem.
- Children learn about the importance of good hygiene practices because the childminder offers clear explanations and demonstrations.
- The childminder demonstrates a high level of commitment to continuously improving and evaluating the effectiveness of her service.

It is not yet outstanding because

- The childminder does not fully use the information gained from parents and other settings about children's achievements to develop a full picture of their development and to truly inform the planning for their next steps in 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 the childminder with children in the indoor and outdoor environments.
- The inspector sampled documentation, including checking the suitability and qualifications of the childminder and other members of the household.
- The inspector sampled children's development records.
- The inspector took into consideration the childminder's self-evaluation.

Inspector

Claire Parnell

Full report

Information about the setting

The childminder was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is also a co-childminder at the same address, and one adult child in Southend-on-Sea, Essex. The whole house is used for childminding and the bathroom is on the first floor. There is a fully enclosed garden for outside play. The childminder is currently minding 12 children, six of whom are in the early years age range, and all are cared for part-time. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder walks or drives to the local pre-school and school to take and collect children. The family has a tortoise. 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:

- use information gained from parents and other settings more effectively to further promote a bigger picture of children's development in order to raise children's attainment to the highest level.

Inspection judgements

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

Children are making good progress towards the early learning goals of the Early Years Foundation Stage. This is because the childminder has a very clear understanding of how to support all children's learning towards the seven areas of learning. Children's play is centred on their interests and choices, with clear direction from the childminder. She stimulates their interests, fully engages them in their learning and challenges them to new levels of development. The childminder cleverly uses the children's choice of activity to link several areas of learning into their play. She uses effective questioning to support children's critical thinking and encourages exploration and curiosity. For example, children play with the train tracks and trains. The childminder explains how to put the track together and demonstrates this. Children confidently make their own shapes with the track, and, through effective questioning, the childminder challenges the children as to how they are going to make it join up. Children have plenty of time to absorb the questions, think about the possibilities and then respond themselves without prompts. This gives them an opportunity to solve problems, think for themselves and be creative within their play. Children show a very positive attitude towards learning and are eager to learn more due to the childminder's quality of teaching and her skills to encourage curiosity.

Children are learning about numbers, their values and how they relate to everyday life through everyday activities and routines. The childminder encourages children to

recognise numerals when walking out, noticing numbers on buses, car number plates and doors. She introduces counting while walking up and down the stairs and through games, such as hop scotch. Children thoroughly enjoy exploring and experimenting while outdoors. They use the garden every day and help the childminder to prepare the area for their play. Children help wipe down the toys before they play with them, with clear explanations from the childminder to support their understanding of safety and hygiene. Children show their likes and dislikes openly and confidently, discussing the wildlife that is around them. For example, children notice a moth on the back of a ride-on toy. They are happy for it to stay where it is but when it moves, they confidently ask the childminder to move it for them. The childminder encourages children to look closely at nature to recognise different features of insects and animals. Children take great pride in feeding the tortoise and talk about giving the animal healthy food to eat. Children confidently make marks on the chalk boards using long strokes to produce long lines and short movements for dots and dashes, therefore, encouraging early skills for writing. All these activities help to support children's skills for future learning and in readiness for school.

The childminder uses a successful assessment programme to evaluate and plan for children's ongoing development. Information is gathered from the parents to initiate starting points and these are used to plan for children's next steps in learning when they first start with the childminder. The childminder uses photographs and written observations to assess children's achievements and to track their progress within the seven areas of learning. The childminder is skilled at providing a programme tailored for each individual child. This is because the childminder knows all the children well and understand the importance of providing opportunities for each child to progress at their own rate. Regular development reviews are produced for parents on a three-monthly basis. This includes a comprehensive progress check for children between the ages of two and three years. Parents are encouraged to make comments on their children's development. The childminder also gains information from other settings that children attend. However, she does not always fully utilise this information from parents and other settings, to contribute towards the children's development assessments. Therefore, a full picture of the children's development in and out of the setting is not always used effectively to inform the planning of children's next steps in their development.

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

Children are very confident, independent and settled in the childminder's care. They show that they feel safe and secure in the care of the childminder, as they enjoy cuddles and show affection towards her. Children receive constant praise and positive guidance from the childminder. This results in children with high levels of self-esteem. Children receive good quality one-to-one time, to support their individual needs and to promote their emotional well-being. Their behaviour is exemplary. They receive plenty of positive recognition and very clear and precise explanations about acceptable behaviour. Children demonstrate impeccable manners throughout their time with the childminder. For example, children make decisions for themselves as to what to have for lunch, ending each request with 'please' and 'thank you', without prompting from the childminder. Children's safety is given high priority and they learn how to keep themselves safe through clear explanations from the childminder. They understand that when the gate in the

garden is closed, they cannot use the grassed area. Children help the childminder to clean outside equipment, talking confidently about not getting wet or slipping on the equipment. They take careful and precise action getting in and out of the back door, holding on to the side to steady themselves to promote their own safety. Children have a very good understanding of hygiene. This is due to the clear information, explanations and demonstration that are given by the childminder to support their learning. Children help themselves to paper towels to dry their hands to prevent cross infection and are encouraged to carry out independent toileting as soon as the childminder assesses that they are emotionally and physically ready. The childminder works closely with the parents to decide when children are ready for toilet training. Children receive subtle and sensitive reassurance when toilet training to support their emotional well-being.

Children thoroughly enjoy outdoor play, gaining exercise and fresh air every day. The childminder plans for alternative physical activities using local amenities, such as local parks. This stretches their abilities and achievements using more complex equipment than in the childminder's home. Children are quick to adapt their skills to promote their independence. For example, the childminder demonstrates to children how to make the swing go back and forth while sitting on it. Children watch carefully, attempt the movements while engaging with the childminder. When the childminder encourages them to continue independently, they try again and then move to a different position. They then successfully propel the swing backwards and forwards with their legs in their own way. Children are encouraged to eat healthily and take regular drinks during their day. They help the childminder to prepare their food to engage their interest in healthy eating. The childminder has a clear understanding of how to promote individual children's dietary needs and is hugely aware of allergies, intolerances and dietary restrictions for the children in her care.

The childminder has a good understanding of how to promote an inclusive service and to promote equality and diversity. She confidently talks about treating each child as an individual and with equal respect. Children's records contain full details of their backgrounds to enable the childminder to provide the care, learning and development to celebrate their heritage, culture, language and ethnicity. The childminder promotes children's well-being effectively, resulting in children who are emotionally well prepared for their next stage of learning.

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

The childminder has a good understanding of how to meet the requirements of the Early Years Foundation Stage. She has a competent knowledge of how to safeguard children effectively. The childminder has attended recent training to update her knowledge and is fully aware of the steps to take if she has concerns about children in her care. She has written safeguarding procedures to share with parents, so that they understand her responsibility to protect children from harm. The childminder has a clear understanding of how to deal with accidents or injuries appropriately and has a current paediatric first-aid certificate. In addition to this, she keeps all of the required records and has parental consent in place for easy access in an emergency. The childminder has a good

understanding of and effective systems in place to monitor her ratios when working alone and with her co-childminder.

The childminder shows a true commitment to continually improving her service for children and their families. Since the last inspection and subsequent two monitoring visits, the childminder has made significant improvements and all actions have been successfully met. She keeps herself up to date with information through the media and information received through the local authority. This is quickly and successfully implemented. She uses the local networks of childminder's well to share information and to implement new practices into her daily routines. She carefully evaluates these to see how effective they are. The childminder effectively uses self-evaluation to assess her service, gaining feedback from parents, both verbally and through questionnaires. She constantly talks to children about what they like to do, gaining an insight into their likes and dislikes. She is confident to make changes when the benefits are identified. The childminder is committed to training and monitors the impact the training has on the children's learning and development. For example, she has recently introduced the use of tracking books for children's achievements to identify any areas of concern or highlight aspects of learning that children excel in.

The partnerships with parents are very positive. The childminder works hard to provide positive relationships with parents by working in partnership with her co-childminder. This helps to promote continuity and consistency in children's care. The childminder also works closely with other childminders in the local area to provide alternative care when the childminder and her co-minder are on holiday. Parents are familiar with other childminders and the childminders know the children well through regular activities together. Therefore parents gain a consistent approach to their children's care in the absence of the childminder. Parents have access to plentiful information verbally and in written and displayed formats. The childminder communicates well with parents at the drop off and pick up times, chatting about what children have been doing at home and the plans for the rest of the week. The childminder has established close liaisons with local preschools and schools where children attend. She gains and shares regular information about children's care and achievements to promote some consistency in their daily lives.

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. 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	506294
Local authority	Southend on Sea
Inspection number	920767
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	23/01/2013
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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Piccadilly Gate
Store St
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M1 2WD

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