

Inspection date	16/09/2014
Previous inspection date	24/09/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are appropriately protected from harm as the childminder demonstrates knowledge of how to follow safeguarding procedures and updates her safeguarding knowledge through regular training.
- Children generally enjoy their time with the childminder and participate in a range of indoor and outdoor learning experiences.
- Children enjoy listening to stories and actively join in with the parts they are familiar with.

It is not yet good because

- The quality of teaching is variable. The childminder's planning is not sufficiently challenging to capture and engage children's interests. This sometimes results in children becoming bored and lacking in interest and motivation.
- Children's health is not effectively promoted. The childminder does not seek written permission from parents to administer medication and good hygiene practices are not always implemented.
- Partnerships with parents and other early years settings, which children attend, are not robust enough to ensure that the childminder complements the learning that takes place in other aspects of children's lives.

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 carried out a tour of the childminder's home.
- The inspector observed play and learning activities and spoke to children and the childminder in the indoor and outdoor environments.
- The inspector looked at evidence to demonstrate that all adults living on the premises are suitable and looked at the childminder's training certificates and qualifications.
- The inspector viewed a range of records including children's registration forms, information about children's learning and development, accident and medication records, written risk assessments, the daily diary, written policies and a selection of other relevant documentation.
- The inspector took account of the views of parents shared through the childminder's documentation.

Inspector

Lynn Hughes

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children, aged 19, 18, 17 and 13 years, in a house in Colchester, Essex. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has a dog, four guinea pigs, three caged birds and land snails as pets. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 15 children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- obtain parental written permission to administer any form of medication to children
- implement effective planning to ensure that every child's individual needs, interests and stages of development are considered, to ensure that children consistently receive challenging and enjoyable learning experiences.

To further improve the quality of the early years provision the provider should:

- improve practice with regards to keeping children healthy, for example, by ensuring that good hand washing procedures are followed before children touch food
- involve parents and other early years professionals in children's learning by strengthening the flow of information between the children's home, other early years settings, which children attend, and the childminder's provision.

Inspection judgements

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

Children enjoy participating in a range of planned and freely chosen play opportunities. The childminder uses her knowledge of how children learn to provide children with experience indoors and outdoors, which cover all seven areas of learning. While the

activities are varied and generally appropriate for the age and stage of development of each child, there is scope to further enhance the learning outcomes children receive from these activities. For example, some planned activities fail to capture and sustain children's interests. Activities are not sufficiently challenging enough and do not ensure that children remain engaged, interested and motivated to learn. The childminder tracks children's progress by observing their play, recording her observations in individual learning journals and using her observations to identify children's next steps in learning. The childminder plans some activities each day and generally tailors the activities to cover each child's next steps in learning. Parents have some opportunities to view and discuss their children's learning journals with the childminder. Assessment records show that children are making satisfactory progress in their learning.

Children have fun playing with soil in the garden. They transport it from one place to another using a range of vessels for carrying. The childminder offers some support during this free play activity, however, does not effectively enhance their learning through appropriate intervention or questions to extend their critical thinking. Children explore some small glass beads, they use a scoop to lift the beads from the bag and pour them back in. While this activity sustains the children's interest for a short period of time, they quickly become disinterested, throwing the beads around the room. The childminder encourages them to collect them up and put them back in the bag. The children proficiently do this, but the childminder does not make suggestions about what they could do with them next or asks the children to think of new ideas about how to use them.

Children use numbers and counting in everyday activities. For example, the childminder encourages children to count cars as they walk to and from school. They talk about colours, shapes and sizes of objects they see along the road. Children are provided with opportunities to develop their literacy skills by using a range of materials to draw with and make marks. For example, they use chalk boards indoors and outdoors. Children enjoy listening to stories and join in with familiar books. They listen attentively and ask questions to enhance their understanding of the story. The childminder helps to prepare children for their move from her care to school. She regularly takes younger children to collect older children from school, enabling the younger children to become familiar with the school building, teachers and routines. She encourages children to learn about dressing and undressing themselves, for example, by learning how to put their coats and shoes on and off.

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

Children are generally settled and comfortable in the childminder's care. They approach her with ease and enjoy the interaction they receive from her. The childminder works closely with parents to manage their children's early experiences of her provision. For example, she encourages them to visit her a number of times prior to leaving the children in her care and asks them to share information about their children to enable her to form a clear picture of their needs and requirements. Children's behaviour is generally good. However, they sometimes become restless and disinterested, as the range of resources and activities available to them are not sufficiently challenging to sustain their interests.

The childminder understands the need to promote children's emotional well-being in order to help them to make progress in their learning. She praises them and encourages them to make choices over their play and learning.

Children play in the childminder's lounge, conservatory and garden. The home is welcoming, and brightly decorated with examples of children's creative work. Since the last inspection, the childminder has reviewed the way in which she presents toys and resources. She now labels some of the storage boxes to enable children to make clearer choices over their play and learning. Additional equipment is stored in a storage unit in the garden and alternated with the selection indoors on a regular basis. The childminder has also introduced choosing cards, with photographs of the wider selection of resources available to children. Children have free access to the childminder's garden and there is an undercover area to enable children to play and learn outdoors in poor weather.

Children develop some knowledge of how to keep safe and healthy as they follow the childminder's instructions. For example, they are reminded to be careful with the toys to prevent them from breaking. The childminder has some procedures in place for promoting children's health, such as providing them with healthy alternatives for snacks and meals. However, these procedures are not robust. For example, children are not always reminded to wash their hands before touching food to prevent the spread of infection. The childminder's systems for obtaining written parental permission to administer medication are not effective, as the childminder does not implement this for every child. Children enjoy fresh air and exercise when they play in the childminder's garden and when they go for regular walks in the local area. The childminder lives close to a large park, the town centre and a number of children's centres and other local attractions. She makes good use of the amenities to provide children with new experiences and to enhance their social skills.

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

Children are appropriately protected from harm as the childminder demonstrates some knowledge of safeguarding procedures and how to protect the children in her care. She regularly updates her safeguarding knowledge and keeps abreast of changes to current guidance. All adults living on the premises are vetted and proof of the checks used to assess their suitability are available on file. The childminder conducts a daily safety check of her home and completes a log of these checks.

The childminder demonstrates some understanding of the seven areas of learning and implements planning and assessment systems to enable her to track children's progress. While the planning includes activities for individual children, the quality of teaching and appropriateness of activities are weak. The childminder demonstrates a commitment to further enhancing her childcare knowledge through a range of training courses and uses some of her new-found ideas in her childminding provision. For example, following the training she has completed over the past year, she has introduced more natural materials and encourages children to explore a wider range of learning materials indoors and

outdoors. The childminder is beginning to use self-evaluation to identify the strengths and weaknesses of her provision. She asks parents to give her feedback verbally on her childminding service and speaks to the older children about what they enjoy doing during their time with her. The childminder has some targets for improvement, which include further enhancing the range of natural materials children have available to them.

Partnerships with parents are variable. The childminder provides parents with verbal feedback on their children's day on collection and shares any messages from the school or nursery that the children attend. The childminder encourages parents to view and discuss their children's development records, with some success. However, parents are not actively involved in their children's learning and rarely share information from home, which the childminder could use to further enhance children's learning experiences and her planning of activities. Some links exist between the childminder, the local school and other early years settings, which children also attend. However, these are not robust enough to enable the childminder to work effectively in partnership to complement the learning that takes place in other aspects of children's lives.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure a record of the parent's written consent to administer medication is obtained for every child. (compulsory part of the Childcare Register)
- ensure a record of the parent's written consent to administer medication is obtained for every child. (voluntary part of the Childcare Register)

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	EY276712
Local authority	Essex
Inspection number	963189
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	24/09/2013
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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