

<b>Inspection date</b>	22/09/2014
Previous inspection date	25/08/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children are happy, confident and secure because the childminder builds positive relationships with them.
- The childminder offers many activities and resources covering all the areas of learning, promoting children's learning and development.
- Children are effectively protected from harm, as the childminder demonstrates a clear understanding of her responsibilities with regards to protecting children.
- The childminder establishes strong and trusting partnerships with parents. She works closely with parents and other professionals to support children's individual care, development and learning needs.
- The childminder is passionate and reflective, which ensures the continual development of her provision.

### **It is not yet outstanding because**

- There is scope to extend the range of activities in the garden to encourage children's exploration in this area.
- There are few multicultural resources that reflect a range of cultures and backgrounds to promote children's understanding of the world further.

## 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 childminder's playroom and garden, as well as viewing all areas of the home used for childminding purposes.
- The inspector looked at evidence relating to the suitability checks carried out on all adults living on the premises.
- The inspector looked at a range of records including children's personal details, accident and medication records, written policies and procedures, written risk assessments and a selection of other relevant documents.
- The inspector took account of the views of parents spoken to during the inspection and through written comments in children's development records.
- The inspector spoke with the childminder and children, at appropriate times, throughout the inspection.

## Inspector

Jemma Hudson

## Full report

### Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged eight and five years. They live in a house in a residential area in Southend-on-Sea, Essex. All areas of the childminder's house are used for childminding and access is via one low step into the front door. There is a fully enclosed garden available for outside play. The family has a cat and fish as pets. There are currently seven children on roll, of whom three are in the early years age group. The childminder walks to local schools to take and collect children. The childminder attends a local toddler group on a regular basis. 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:

- enhance the outdoor area to provide children with an even wider range of opportunities to explore, experiment and investigate
- extend ways of supporting children's growing understanding of family, the community and the wider world to broaden children's knowledge and reflect an inclusive ethos.

## Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She regularly observes children's skills and records their assessments and next steps in their individual learning journals. She plans activities based on children's interests to engage them in their learning. For example, the childminder set up an activity in the garden washing the cars in response to a child's specific interest. She uses an effective system to consistently track children's progress, which enables her to promptly identify any potential gaps in their learning and monitor their progress. The childminder uses this information well to identify appropriate next steps and plan activities to successfully prepare them for the next stage in their learning. Additionally, the childminder understands her responsibility to provide parents with a short written review of their children's progress following completion of the progress check for children between the ages of two and three years.

Children make choices over their play and learning, as they confidently select resources from the low-level storage units available to them. The indoor environment is effectively organised, allowing children to access a range of developmentally appropriate toys and

resources covering all areas of learning. However, there is scope to extend the range of multicultural resources to fully reflect diversity, in order to help children learn about similarities and differences between themselves and others. The childminder provides children with a variety of interesting activities and experiences to stimulate their curiosity. For example, children show enthusiasm and excitement when picking tomatoes that they have grown. Children's communication and language skills are promoted as the childminder constantly engages children in conversation. Children have free access into the garden, which supports them to make choices and direct their own learning. The childminder encourages children to make good use of this area. However, there is scope to extend opportunities for children's learning in all areas of the garden.

Partnerships with parents are good because the childminder encourages parents to take an active role in their children's learning. She gains detailed information from parents about their child's starting points, which enables children to settle quickly and their ongoing progress is effectively shared. Parents speak with the childminder on a daily basis and share information and observations, which are included in their children's learning journeys. This enables parents to share the progress that they have seen at home and talk about their children's achievements. Consequently, children's learning and development are successfully promoted due to communication and consistency between the childminder and parents.

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

Children are happy to spend time with the childminder and settle-in quickly. The childminder works with the parents to tailor a settling-in process to meet their individual needs. As a result, children's emotional well-being is promoted. They make the move into the childminder's home, then onto other settings and school, with ease. The childminder has a good relationship with parents. She completes a daily care information sheet, which details what and when children have eaten, and when they have slept and toileted during their time with her. This ensures that parents are kept fully up to date with important information about their children. Parents are invited to comment on the daily diary if they wish to do so and further information is shared verbally on a daily basis at drop-off and collection times. This means children's care needs are being met well and the childminder and parents are working in good partnership with one another.

Children's independence is promoted effectively. The childminder consistently motivates children to try things for themselves and manage their personal needs. For example, children are encouraged to find their own shoes, wash their hands and feed themselves unaided. The childminder observes children's attempts and offers lots of praise and encouragement whilst they complete the tasks. As a result, children are learning to do things for themselves and are pleased to be self-sufficient. Children's awareness of personal safety and risks is very well promoted. This is because the childminder offers consistent safety reminders. This teaches children to manage their own safety and these skills will underpin their eventual move to school.

The childminder supports children's emerging understanding of the importance of a

healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. The childminder provides nutritious snacks and meals. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. As a result, children achieve some independence in hygiene and managing their personal care.

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

Children's welfare is promoted because safeguarding regulations and duties are appropriately met. The childminder has a sound knowledge and understanding of safeguarding policies and procedures and is aware of her responsibilities in this respect. She knows how to report and record concerns and has attended relevant training. Children are protected in the event of an accident because the childminder holds a current paediatric first-aid certificate. Children play in a secure, safe environment where the childminder completes daily safety checks and regularly reviews risk assessments to promote their welfare.

Parents speak highly of the care given to their children and state that they are confident their children are safe and happy. The childminder asks parents to complete a questionnaire giving their views on her service. Parents report positively about the service provided and say how highly they value the reports on their children's progress. The childminder reflects on her practice and seeks the views of parents and children. She monitors children's progress to make sure there are no gaps in their learning. This enables her to identify areas for development and plan for changes and improvements.

The childminder is well organised and keeps well-maintained records that ensure that any information needed is readily accessible and confidentially stored. She exchanges information with the other settings children attend to share good practice and ensure continuity of learning. The childminder is dedicated to the continual improvement of her service and has successfully identified areas of strength and weakness. For example, she has recently amended her planning systems to ensure that planning is always individual to the child and sharply focused. The childminder has attended numerous training courses since registering as a childminder and is currently studying towards a Foundation Degree in Early Years.

### **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

<b>Unique reference number</b>	EY413388
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	989555
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25/08/2011
<b>Telephone number</b>	

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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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