

## Inspection date

Previous inspection date

13/10/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

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

- Children form secure attachments with the childminder who provides a warm and welcoming environment. This ensures that they are confident to explore their surroundings and develop their independence.
- The childminder plans a wide range of activities for children based on her assessments of their individual needs and interests and her knowledge and understanding of how young children learn.
- The childminder uses effective systems to monitor children's learning and development, which enables her to plan activities that support them in making good progress.
- The childminder places high importance in keeping children safe. She follows robust policies and procedures and conducts rigorous daily checks of the children's environment, to ensure she protects them from harm.
- The childminder works successfully in partnership with parents to ensure that all children receive the support they need to progress and succeed in their learning.

### It is not yet outstanding because

- Children do not always have opportunities to learn about mathematical concepts during everyday activities.
- Children's growing awareness of following good personal hygiene routines is not maximised with regard to the current arrangements for hand drying.

## 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 children engaged in a range of learning activities indoors and outdoors.
- The inspector held discussions with the childminder throughout the inspection.
- The inspector looked at methods used for communications with parents.
- The inspector sampled a range of policies and procedures, suitability records, risk assessments, registers, children's development records and other relevant documentation.
- The inspector discussed plans for improvement with the childminder.

## Inspector

Jenny Forbes

## Full report

### Information about the setting

The childminder registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her daughter aged 14 years in Chafford Hundred, Essex. The childminder uses the ground floor of her house for childminding and the enclosed garden for outside play. She attends toddler groups, soft play centres and takes children to the local parks, library and nature reserve. The childminder operates from Monday to Sunday from 7am until 7pm all year round. There are currently two children on roll, both of whom are in the early years age group.

### What the setting needs to do to improve further

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

- promote mathematical concepts in everyday activities indoors and outdoors to further enhance children's development in this area
- enhance children's growing awareness of good health and hygiene, minimising the risk of the spread of infection even further by, for example, providing individual hand drying facilities.

## Inspection judgements

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

The childminder uses her previous experience of working with children in the early years to provide an extensive range of interesting and challenging activities to support children's learning. She has a good knowledge of the seven areas of learning of the Early Years Foundation Stage and understands how children learn. She carries out frequent observations, which she uses effectively to accurately assess and plan for the next steps in children's development. The childminder learns about children's likes, dislikes, interests and abilities from initial discussions with parents to ensure that individual needs are known and met from the outset. The childminder keeps records of children's learning to help her to track their progress against developmental guidelines. The childminder has systems ready for parents to share the progress check for children between the ages of two-and-three years, when they reach the relevant age. She produces interesting and informative learning journals for each child, containing all the records of their progress and development, which she shares regularly with parents.

The childminder works closely with parents and shares ideas and activities that parents can try at home to support their children's development. She requests information from parents to help her to plan activities that will enthuse and motivate their children. The quality of teaching is good because the childminder provides interesting and challenging

activities that encourage children to learn and progress. She provides a good balance of adult-led activities and a varied range of resources for children to lead their own play. Activities indoors and outdoors help children to develop their learning in all areas. However, the childminder provides fewer opportunities for children to experience a range of mathematical concepts through everyday activities, as she misses some occasions for extending skills in this area. For example, during a bubble blowing activity the childminder misses an opportunity to describe them as big or little, and more or less. The childminder supports children's communication and language development by speaking clearly and by introducing simple vocabulary that children understand. She makes requests and asks open-ended questions to develop their thinking skills and she uses books and flashcards to show that words have a meaning.

The childminder promotes children's physical development by providing a good range of play equipment in her garden, such as a trampoline, and sand and water play to support finer physical skills. Children are fascinated as they watch bubbles floating away in the air and they jump and stretch as they try hard to catch them. Inside, children develop their eye and hand coordination as they explore a range of creative materials, such as paint, chalks, glitter and glue. The childminder demonstrates to children how to hold scissors and she praises them as they learn to cut a straight line. The childminder ensures that all children learn the skills they will need when they move on to other settings or school.

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

The childminder forms close and secure relationships with the children in her care. Their behaviour shows that they feel settled and content. She promotes good behaviour by praising children and acknowledging their successes. She upholds her house rules and explains to children that they exist for their safety and good health. The childminder provides a safe and welcoming environment where children feel secure and protected. They demonstrate a strong sense of security because the childminder works closely with their parents to ensure they receive continuity in their care and learning. She is affectionate and playful as she sings songs and joins in their play. She extends and enhances their learning as she reminds them of past events they have enjoyed. For example, she asks them to remember when they made cakes together and shared them with their family. She asks them questions about this event to stimulate their thinking.

Children are safe in the childminder's care because she carries out robust risk assessments of the childcare environment and other places they explore. Children learn to keep themselves safe as the childminder tells them about the safest ways to use their cutlery and scissors, and not to open their umbrella indoors as it is safer to use them outside. The childminder displays her fire evacuation procedures and carries out fire drills regularly to ensure children know what to do if an alarm sounds. The childminder teaches children about food that is good for their health. She encourages children to participate in preparing their own food. They spread their own butter and make their own sandwiches. She encourages them to feed themselves, learning skills of independence. Children manage their own personal care needs appropriate to their age and stage of development. They learn to wash their hands, run the water and use soap by themselves. However, the childminder does not always reinforce their awareness of the risk of spreading germs as

she currently provides only one communal towel daily for children to dry their hands.

The childminder uses her garden at all times of the year to ensure the children have fresh air and exercise daily. She regularly takes them out into the local community where they socialise with other children and adults under her close supervision. They learn how to cross the road safely when they are out walking. They learn about differences in society when out in the community and they play with small world toys and look at books showing people from a variety of backgrounds and abilities. Children learn to take turns, share and be considerate to others. The childminder understands how to prepare children for the next stage in their learning and for school, by making sure they possess the skills they will need to be confident and self-assured.

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

The childminder has a secure understanding of the requirements of the Early Years Foundation Stage. She has previous experience of working with young children. She understands how children learn and she regularly undertakes accurate and effective written observations, assessments and planning for the next steps in their learning and development. She monitors the activities and experiences she provides by observing and evaluating them. She makes notes when children are learning to make sure she captures each small step in their development. The childminder works closely in partnership with parents, giving daily reports about children's care routines and the activities they enjoy. She exchanges information with parents to ensure she finds out what children do at home to help her to provide continuity of care and learning. The childminder has effective policies and procedures, which she reviews regularly and shares with parents. She has a clear safeguarding policy, which includes a policy on the use of mobile phones and cameras in the setting.

The childminder has a very good understanding of safeguarding and child protection. She has completed safeguarding training and is keen to extend her knowledge by attending further courses. She has completed all the necessary mandatory training, including paediatric first aid and she is working towards a level 3 childcare qualification. The childminder is well organised and keeps well-maintained records that ensure that any information needed is readily accessible and confidentially stored. The childminder is ready to exchange information with other settings the children attend in order to share good practice and ensure continuity of learning. The childminder has links to a variety of professionals at her local children's centre and knows the support that is available, should she need to seek advice or signpost parents for appropriate guidance.

Parents are encouraged to give feedback on the service the childminder provides. She has produced a parent questionnaire and she keeps a suggestions folder in her hallway requesting parents' views and ideas. The childminder demonstrates a strong commitment to improve her service. She is in the process of improving facilities for children in her garden and has plans for further developments. She reflects on her own practice and is aware of her strengths and areas for development. Self-evaluation takes into account the views of parents and children. She seeks support from her local authority development

team and other professionals. The childminder is eager to work with local schools to support children who are moving on and ensure that they will feel secure and safe, and have the knowledge they need to progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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>	EY462498
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	971654
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

