

Inspection date

Previous inspection date

13/11/2014

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

- The childminder interacts well with children and, therefore, she builds positive relationships with them.
- The childminder offers children a broad range of stimulating activities inside, which help progress children's learning in all areas.
- Effective relationships with parents mean that children's individual needs are met well.
- The childminder has established good working relationships with the school that children attend. Therefore, relevant information is exchanged to help promote children's learning further.

It is not yet outstanding because

- The childminder does not consistently offer children opportunities to play outside and use natural resources to extend their learning 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 examined a range of documentation, including children's records.
- The inspector observed the childminder's interactions with the children.

Inspector

Caroline Preston

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband and three children in a house in Greys, in the London Borough of Thurrock. She is located close to shops, parks and local transport links. The whole of the house is used for childminding purposes. There is a secure garden for outside play. The childminder is currently caring for one child in the Early Years age range, afterschool only. The childminder works with an assistant, who is also her husband. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their learning outdoors and to play with natural resources.

Inspection judgements

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

The childminder helps children to develop in all areas of learning. She observes and assesses their all-round development when they start. Therefore, she knows their initial developmental stages and uses these to identify their starting points. The childminder uses these starting points to plan for children's next steps for learning, and this means that any gaps in development are identified and reduced. When children arrive after school they sit around the table, and they engage in conversations about their school day. This means that the childminder provides children with good opportunities to speak out and recall the events of their school day. As a result, they develop language skills and develop friendships with the other children. The childminder provides children with play-dough ingredients, so they can make their own dough. Children learn to measure, weigh and take turns as they mix the ingredients together. Therefore, children learn about mathematics. In addition they learn to share and take turns, and how to behave in small groups. Children mould and make shapes with the dough, this helps them to express their ideas and thoughts during play. The childminder offers children small construction toys, and they demonstrate their coordination skills by building towers and fixing together train sets. This means children develop knowledge of how things work and their problem-solving skills.

The childminder provides good opportunities for children to play hide and seek, they decide among themselves what to do. They take charge of the rules and engage all the children, who hide around the house. This helps children to work together, take turns and learn about safety rules. Therefore, children learn to take responsibility, and express their

feelings as they discuss and play. The childminder reads to children before they go home and requests they choose the book they would enjoy listening to. This helps children sit still, concentrate and listen as they follow instructions. Children enjoy their walk home from school. For example, the childminder gives them good opportunities to socialise with each other as they walk home. However, the childminder misses opportunities to extend children's learning further in her garden. For example, children do not regularly use the garden throughout the year, or use natural materials to extend children's knowledge of the world outside.

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

The childminder has established effective, caring relationships with children. This means that children form strong attachments with her, and their well-being is appropriately promoted. The childminder is a good role model. She teaches children about behaviour rules, how to share and take turns. She behaves professionally with parents and children learn from her in a positive manner. The childminder talks to children about healthy foods, for example at snack time, she offers them healthy foods and drinks. She encourages children to wash their hands before meals and after using the toilet. All of which helps them to continue to learn about good hygiene practices.

The childminder offers children a good range of resources to help them develop positive attitudes towards others. She celebrates various festivals with them and encourages them to talk about their own backgrounds. The childminder offers children a wide range of learning resources inside the home. She also has a good selection available to children upstairs in the playroom. These resources help children to further develop their learning, and build confidence and self-esteem as they select and use these for themselves. The childminder teaches children about keeping themselves safe. For example, she talks to them about road safety when walking home from school. She also discusses stranger danger with them, so that children begin to understand the importance of being safe and vigilant.

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

The childminder understands her responsibilities in meeting the safeguarding and welfare requirements, and the learning and development requirements of the Early Years Foundation Stage. She monitors and assesses her childminding service through effective self-reflection and evaluation of her practice. This means that she is consistent in monitoring children's progress and works to close any gaps in development.

The childminder understands how to safeguard children and the safeguarding procedures. She is able to identify and report any concerns to safeguard children's welfare and well-being. The childminder undertakes detailed risk assessments so that all areas of her home and garden are safe for children. She also ensures children are safe walking home from school with her, and when she takes them out on trips. The childminder has a positive

attitude to her ongoing professional development. She undertakes further training to increase her knowledge. For example, she has completed a level 3 childcare qualification, updated her safeguarding knowledge, and has completed training sessions in communication and language, and letters and sounds. The childminder evaluates her practice effectively. For example, she requests feedback from parents through questionnaires and daily discussions. She has identified an area for development which she has put plans in place to achieve.

She is aware of the importance of partnership working to help children develop. She has established good working relationships with the schools that children attend. Therefore, she works with them to help provide a consistent approach to promoting children's learning. The childminder has developed effective partnerships with parents to meet the needs of the children. She regularly exchanges details of children's progress and details of their next steps for learning. She encourages parents to continue the learning at home and works with them to identify ways to help children develop.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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|---|------------|
| The requirements for the voluntary part of the Childcare Register are | Met |
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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 | EY393565 |
| Local authority | Thurrock |
| Inspection number | 920887 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 4 |
| Number of children on roll | 1 |
| Name of provider | |
| Date of previous inspection | not applicable |
| 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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