

Inspection date

15/12/2014

Previous inspection date

28/09/2011

The quality and standards of the early years provision

This inspection:

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 and busy in the childminder's care. The childminder has a good understanding of how to promote children's progress through a range of different teaching methods. Children's learning is well supported because she plans interesting and challenging activities to extend their learning through play.
- The childminder has well-established links with parents, which helps to ensure she meets children's personal care needs to a good level. Children demonstrate good language and communication skills and they are very confident in making their needs known. Children learn about their own safety, because they are involved in the daily routines when safety issues are discussed.
- The childminder liaises closely with parents and uses their views to inform her planning and assist in evaluating the service she provides. She is aware of the areas of her practice which work well and identifies areas to be developed.
- The childminder has a good understanding of safeguarding issues and how to keep children safe. She has robust safeguarding policies and effective risk assessments to help her to monitor and maintain children's safety in the home, and when out in the community.

It is not yet outstanding because

- Parents are not consistently informed about their children's recently acquired skills to enable them to support their learning at home.

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 talked to children and watched them play with a range of toys and resources around the home.
- The inspector talked to the childminder about the individual needs of the children in her care.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at a selection of documents in relation to the children's progress and developing skills.
- The inspector looked at a variety of documents used by the childminder to support her in monitoring the safety of the children through robust safeguarding procedures.
- The inspector looked at evidence of the childminder's qualifications and the suitability checks undertaken for all adults in the home.

Inspector

Tina Kelly

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children in a house in Basildon. The ground floor of the childminder's home is used for childminding and children access upstairs to use the family bathroom. There is an enclosed garden for outside play. The childminder attends toddler groups and activities at the local children's centre and she visits the shops and park on a regular basis. There are currently two children on roll in the early years age group. The childminder provides funded early education for three- and four-year-old children. The childminder operates all year round, from 7am to 6pm, Monday to Friday. She holds a childcare qualification at level 4 and 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:

- build on the process of sharing information with parents to enable them to support their children's learning at home even further.

Inspection judgements

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

The childminder is an experienced practitioner and has worked in a variety of childcare settings. She has a good understanding of how to promote children's learning and development with a range of stimulating and challenging activities. The quality of teaching is good. The childminder is fully involved in supporting children's learning and she uses a range of different teaching methods to engage children to help them to make good progress across all areas of learning. The childminder has a detailed settling-in process. She finds out about children's interests and previous experiences so she can plan effectively to promote their learning. The childminder completes the progress check for children between the ages of two and three years and shares a written summary with parents to enable them to support children's developing skills at home when appropriate. The childminder knows the children well and maintains observations and assessments, which enable her to plan for children continued learning. However, she does not share recently acquired skills and activities planned to support children's learning with parents to enable them to support their children's learning at home even further.

Children's independence is promoted well, because they are encouraged to make decisions about what they want to play with from the resources stored around the home. Children are focused, for example the childminder gives them time and appropriate help to complete a large jigsaw puzzle on the floor. She asks questions to encourage children to think about the overall picture. Children name the animals and can talk about the different

people working on the farm. Children show great delight and sense of achievement when the puzzle is completed. The childminder provides interesting toys and resources in the garden to promote children's physical skills. When the weather is poor, she ensures children have opportunities to move freely, jump and stretch by using interactive computer games. Children show great concentration and have lots of fun as they interact with colourful characters on the screen. The childminder is fully involved in the game. She teaches children to jump around the room and move their body, arms and legs to select different games. Some games are voice-activated so children call out the response to simple instructions. They move their arms in a winding action to hook ducks with a fishing rod and move around the room to swim with sharks. Children follow verbal, signed and written instructions on how to change the game and, as a result, children begin to explore early letter and number recognition. The childminder is a very good role model. She makes learning fun by being fully involved in supporting all aspects of the children's play and learning. The childminder plans activities effectively, taking into account the children's own play ideas and interests to meet their developing learning needs. Children are gaining the skills they need to be confident in their future learning at other early years settings and school.

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

The childminder's home is very welcoming. She sets out toys and games she knows the children enjoy at the beginning of the day. This helps her to develop good relationships with the children in her care. Children's emotional development is supported well as the childminder adapts both daily and weekly routines to ensure their individual needs are met. She invites children to play at her home and takes minded children to play sessions to promote their social skills. The childminder has a positive approach to managing behaviour. She is involved in children's play and teaches them to take turns and to be aware of how their actions impact on others nearby. For example, during the interactive screen game, she teaches children to watch for the instructions and wait until it is their turn. Children learn about healthy lifestyles through daily routines. The childminder supports their understanding of healthy eating by talking about the nutritious snacks and meals that she provides. The childminder extends children's social skills by reminding them to say please and thank you. Simple rules, such as leaving drinks in the kitchen, help children to understand how to manage their own play space effectively.

The childminder teaches children to be safe in the home and garden. Children are beginning to take responsibility for their environment and they are very cooperative as they follow instructions to put away the jigsaw before they can move onto other activities. She talks to them about road safety and to be aware of their surroundings when out in the community. The childminder supports children's personal and emotional development well by providing a range of social experiences. She ensures children are prepared emotionally for the next steps in their learning, such as starting at nursery or school, by making sure they are competent in managing their own cloakroom routines and putting on their coats and shoes.

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

The childminder reviews and updates the documents she uses to support her in meeting the requirements of the Early Years Foundation Stage to a good level. The safety and well-being of the children are of high priority. Children are protected, because the childminder has a good understanding of the Local Safeguarding Children Board procedures. She uses this information as the basis for her own policies. Recommendations made at the last inspection have been addressed and an effective process for assessing risks around the home and when on outings helps her to ensure the safety and welfare of the children at all times. The childminder has attained the 'Children Come First' accreditation through the Professional Association for Childcare and Early Years and she holds a level 4 early years qualification. This enables her to monitor and evaluate children's progress and the quality of her educational programme through an effective process of observations and assessments. Consequently, the childminder identifies and plans very effectively for the next steps in children's learning. She has good links with the children's centre and provides funded early education for three- and four-year-old children. The childminder has worked in nursery settings supporting children with special educational needs and/or disabilities. She is fully aware of the importance of working with parents and other professionals to make sure the needs of such children are met appropriately.

The childminder has established generally effective working partnerships with parents and has long-standing care arrangements for some families. Children previously cared for frequently visitors and are cared for in the school holidays. She is aware of the importance of supporting children's learning and liaising with other early years settings when children attend. The childminder is an accomplished photographer and she uses photographs of the children at play, both in her home and at activity sessions, to evidence the activities and social events the children enjoy. These are printed out for parents or sent via email and text message to help to keep parents involved in their children's learning experiences. The childminder seeks parents' views through regular discussions and she uses comments from reference letters to inform her own evaluation process. This enables her to identify areas of her practice that work well and to identify future training needs to ensure continued improvements.

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	EY136697
Local authority	Essex
Inspection number	855686
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	28/09/2011
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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