

Inspection date

17/12/2014

Previous inspection date

26/01/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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

- The childminder understands child protection procedures, in line with the guidance of the Local Safeguarding Children Board, to protect children from harm.
- The childminder builds strong, trusting relationships with children, enabling them to feel safe, confident and settle well.
- The childminder understands the importance of promoting the health and safety of the children in her care. She continually assesses and minimises risks to children, enabling them to use the house and the garden appropriately.

It is not yet good because

- Observations and assessments of individual children lack some of the necessary detail needed to enable the childminder to have a precise understanding of what children can do and need to do next.
- The childminder does not have effective strategies in place to engage all parents in their children's learning, in the setting and at home. As a result, all parents are not consistently engaged in their children's learning.
- Children are not sufficiently challenged or supported in their play, which limits their opportunities to make good progress in their learning.
- Self-evaluation is not rigorous enough to ensure the continued and sustained improvement of the quality of the provision of all children.

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 playing in the downstairs area.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, evidence of suitability of the childminder and household members, and a range of documentation, including safeguarding procedures.

Inspector

Tina Mason

Full report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children in Southend-on-Sea, Essex. The whole of the downstairs of the childminder's house is used for childminding and there is an enclosed garden available for outside play. The family has a rabbit and two cats as pets. The childminder takes children on outings to the local shops and local park. She is able to take and collect children from local schools, nursery and pre-schools. The childminder currently has one child in the early years age group on roll and they attend a variety of session. The childminder operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays agreed in advance. Children are able to attend for a variety of sessions. The childminder 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:

- use the information gained from observations of children's learning more effectively, to clearly identify how to support their individual next steps, so that they make as much progress as possible
- establish strategies to engage all parents in their children's learning in the setting and at home.

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

- improve the way children are guided and challenged in their play to make the most of all learning opportunities and make good progress
- ensure a robust self-evaluation process clearly identifies plans for development and includes contributions from parents and the children, in order to enhance the current practice.

Inspection judgements

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

The childminder has a generally sound understanding of the Early Years Foundation Stage and how young children learn. The childminder works with parents and carers to help their children to settle, and encourages parents to share what they know about their children.

For example, parents talk to the childminder about their children's interests and care needs when they first start. However, they are not actively encouraged to provide the childminder with information about their child's development and what they can already do when they start, to build a clear picture of their starting points and to show progression in their learning. The childminder is beginning to observe and assess children's progress. However, the childminder is not using this information to effectively identify children's next steps in their learning and plan accordingly. The childminder works with parents and shares information about the children's day through daily record sheets. However, the childminder does not consistently give precise and accurate feedback to parents about their children's development, or provide them with ideas to support children's learning at home. The childminder is aware to undertake the progress check for children between the ages of two and three years, and has documentation ready to support this.

The childminder provides a welcoming environment with a varied range of toys and resources. These are easily accessible to children, allowing them to make independent choices. The childminder supports the play and learning of children sufficiently. For example, children enjoy activities initiated by the childminder and have fun and express lots of delight when playing with the rice, spoons and containers, as they demonstrate control over tools and equipment. The childminder comments on the different colours, and has started to extend the child's language by using language, such as big and small. However, when counting how many spoons of rice the child was pouring into a container, the childminder stopped at two and did not provide any further challenge. As a result, teaching is not always precisely matched to children's individual needs in order to fully support their learning. This means that children are not consistently challenged and, as a result, make steady rather than good progress.

The childminder provides a range of resources that are presented in low-level storage units that children access independently. Children enjoy their time with the childminder and are sufficiently occupied, as they choose what they want to do. The environment is bright, with posters and pictures displayed of animals, nature, numbers and letters. Children have daily opportunities to interact with others of varying ages. This helps them to develop their social skills and to form positive relationships with others. Consequently, children gain a satisfactory range of skills in readiness for the next stage in their learning and their move to school. Children are learning to appreciate books as the childminder reads to them. They enjoy the interactive stories she tells using props, bringing the stories to life. Children enjoy looking at books and are beginning to turn pages correctly. Children have lots of opportunities to take part in activities that provide them with sensory experiences, such as rummaging around treasure baskets containing natural resources and paint. As a result, children fully explore a wide range of different media and textures. Children are developing the knowledge, skills and understanding that help them to make sense of the world. This is supported through the childminder offering opportunities for them to encounter creatures, people, plants and objects in their natural environment and real life situations. For example, children are able to feed the ducks when visiting the local parks. The childminder provides opportunities for children to learn about similarities and differences between each other in a diverse society, by celebrating some festivals and through the use of books and resources.

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

Children settle well in the childminder's care because their transitions into her setting are managed sensitively. For instance, the childminder arranges settling-in visits to enable children to gradually become familiar with their new environment. Children develop close emotional bonds with the childminder and they are confident in her care. All relevant information regarding the child's welfare is shared with parents both verbally and through the use of daily diaries. The childminder provides children with sound opportunities to take part in activities outside her setting. This means they develop their social skills as they interact with other adults and children, which gives them some of the skills to prepare them for school.

Children develop sound self-care skills, as toddlers are encouraged to feed themselves using appropriate cutlery at mealtimes. They are able to make healthy choices from the snacks available. Healthy lifestyles are promoted through the use of both the indoor and outdoor areas. Children have access to the outside on a daily basis, whatever the weather, and they enjoy daily trips to the local parks. The home is made welcoming and inviting to children. Resources are organised and easily accessible to all children. These are located in low-level storage units. This enables children to make some choices regarding their play. Praise and celebrating children's achievements have a positive impact on children. This promotes self-esteem and confidence, which in turn helps children to prepare for their transition into school. Children respond positively to praise and encouragement. Their behaviour is good and they develop positive relationships with adults and their peers.

Children are safe within the home. For example, they are involved in regular fire evacuation drills to develop their awareness of fire safety and know what to do in the event of an emergency. The childminder teaches them the importance of road safety when out and about walking around the community. Equality and diversity practices are sound. Children are welcomed into a warm and caring environment, where they are all valued and included. The childminder is committed to providing an inclusive childminding provision for all children. The home is made welcoming and inviting to children. Praise and celebrating children's achievements have a positive impact on children's self-esteem. Clear and realistic boundaries are established, which effectively promote children's understanding of right and wrong.

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

The childminder has gained a satisfactory understanding of the learning and development requirements of the Early Years Foundation Stage, and is beginning to implement a method of recording children's progress towards the early learning goals. There is some monitoring of planning and assessment; however, this is not rigorous enough to ensure activities are fully matched to children's individual needs. The childminder has not fully met the recommendations raised in her last inspection, such as consolidate activity plans, linking with observations and assessments to build on next steps in children's play and learning. The childminder is aware of what she can do, in order to improve her practice and recognises the importance of self-evaluation. However, she does not monitor the

effect of any improvements on the children's overall development and learning. As a result, children's progress is not strong. Furthermore, the childminder does not involve children or parents in the self-evaluation, to help to drive the provision forward and improve the quality of care and learning of the children.

The childminder has attended training regarding safeguarding children and, as a result, she has a suitable knowledge of child protection procedures. She understands what to do should she have a concern about the welfare of a child in her care, who to contact and where to seek advice or support. The childminder ensures that all adults in the household are vetted. The premises are safe and secure. Children cannot leave unattended and unauthorised persons cannot gain access. The childminder undertakes risk assessments indoors, outside and on outings, and completes visual daily checks before children arrive to maintain a safe environment for children to play in. The childminder develops positive and trusting partnerships with parents and shares information with them about their children in different ways. For example, she talks to them on a daily basis and sends text messages to let parents know about their children's well-being. This supports children's welfare and continuity of care. The childminder is aware of the importance of working in partnership with others who may provide care and learning for the children. For example, the childminder passes messages on from parents, or the staff, when she collects or drops off the children at school. The childminder demonstrates a suitable understanding of the benefits of sharing relevant information with outside agencies to ensure continuity of care and learning for all children.

The Childcare Register

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	119376
Local authority	Southend on Sea
Inspection number	874728
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	26/01/2009
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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