

Childminder Report

Inspection date

10 August 2015

Previous inspection date

4 May 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not always follow appropriate medication procedures. She does not consistently obtain written parental permission prior to administering medicine.
- The childminder does not find out as much as possible about what children know and can do when they first start, in order to swiftly assess development and accurately plan for children's individual learning needs.
- The childminder does not have a targeted programme of professional development in place.

It has the following strengths

- The childminder has a good understanding of how children learn and develop through play. She plans a wide range of fun and interesting play opportunities that promote their overall development.
- Children are happy and settled as they build strong bonds with the childminder and her family.
- The childminder places a strong emphasis on providing children with daily outdoor experiences that enhance their physical well-being. Children visit playgrounds, go on nature trails and grow, pick and eat vegetables from the garden.
- The childminder has established friendly and helpful partnerships with parents and carers. Parents speak very highly of how the childminder supports their children's care and development.
- The childminder has good partnerships with other settings children attend. They share information and provide children with consistent care and learning experiences.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that medicines are only administered to a child when prior written permission for that particular medicine has been obtained from their parent or carer.

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

- gather more information from parents about what their children already know and can do to enhance the assessment for children's starting points
- undertake regular focused professional development and training that increases the potential to deliver the highest quality provision and excellent outcomes for children.

To meet the requirements of the Childcare Register the provider must:

- keep a record of a parent/guardian/carer's consent for any medicine administered to their child when being cared for on the premises (compulsory part of the Childcare Register)
- keep a record of a parent/guardian/carer's consent for any medicine administered to their child when being cared for on the premises (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments and looked around the ground floor of the premises.
- The inspector discussed the children's learning and development with the childminder.
- The inspector viewed a sample of the children's records.
- The inspector saw evidence of the suitability and qualifications of the childminder, self-evaluation and risk assessment.
- The inspector took account of the views of parents from the written testimonials obtained by the childminder.

Inspector

Patricia Champion

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder provides a welcoming, home-from-home environment for children to play and learn in. Children confidently move around the home and garden, selecting good quality resources. They develop the necessary skills for future learning as they take part in activities to support their understanding of letters and sounds. For example, children use brushes and water to make marks or write their name on the patio. They develop their scientific knowledge as they talk about how the marks disappear when they dry in the sunshine. Teaching is good as the childminder joins in children's activities and enthusiastically talks to them about what they are doing. The childminder has started observing and tracking children's progress to ensure there are no gaps in their learning. Parents are encouraged to discuss their children's learning daily on arrival and collection of their children. However, the childminder does not find out enough about what children already know and can do when they join the setting. She does not always have precise information to help her to plan for children's needs right from the outset.

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

The childminder is a positive role model. She gives children plenty of praise and encouragement, raising their self-esteem. Children are learning how to keep themselves safe and healthy. The childminder helps children to understand the importance of washing their hands before eating. They develop their independence skills while eating healthy snacks. Children are emotionally well prepared for their move on to nursery or school. They have opportunities to develop their confidence and learn how to behave when they attend community groups. The required documentation to promote children's health and safety is reasonably well organised. However, the childminder does not consistently follow the correct procedures. She does not always obtain prior written consent from parents to administer each particular medication. The impact of this on children's health is, however, minimised as the childminder gathers the information and consent verbally to enable her to administer the medication safely.

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

The childminder has an adequate understanding of the requirements of the Early Years Foundation Stage. She understands her responsibilities for keeping children safe from harm. The childminder has a clear knowledge of the steps to take if she has concerns about a child's welfare. Risk assessments and daily checks of the premises are carried out to ensure the environment remains safe for children. The childminder ensures that children learn about their personal safety by regularly practising the emergency evacuation drills. She appropriately evaluates her childminding practice to make ongoing improvements. The childminder also seeks support and guidance from the local authority adviser when required. She holds a relevant childminding qualification and has completed mandatory training, such as first aid. However, she has not sharply focused her professional development to deliver practice to the highest levels.

Setting details

Unique reference number	EY343953
Local authority	Southend on Sea
Inspection number	857292
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	4 May 2010
Telephone number	

The childminder was registered in 2006 and lives in Leigh-on-Sea, Essex. She operates all year round from 7am to 7pm, Monday to Thursday, except for bank holidays and family holidays.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

