

Inspection date	27/03/2014
Previous inspection date	04/09/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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		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 quality of teaching is strong because the childminder understands how young children learn. She effectively assesses their development and provides a good range of interesting and challenging activities that meet children's individual learning needs. Consequently, children make good progress.
- Children are looked after in a mainly safe and welcoming environment. The childminder knows how to keep children safe and promotes safety in the home, helping children to learn about potential risks.
- Partnerships with parents are good as the childminder keeps them fully involved in their child's experiences and learning. She gains valuable information from parents about children's learning at home to help meet their individual needs.
- The childminder has good relationships with local schools and nurseries and this enables her to build on children's learning effectively.

It is not yet good because

- The settling-in visits are not consistently organised sensitively to support children's individual emotional needs.
- The record of attendance is not always accurately maintained to fully protect 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 activities in the indoor learning environments and conducted a tour of the premises.
- The inspector held discussions with the childminder and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the childminder, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents from references obtained by the childminder.

Inspector

Patricia Champion

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and adult child in a house in Leigh-on-Sea, Essex. The whole of the premises and the garden are used for childminding. The family has a dog as a pet. The childminder attends local toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder walks to the local school or nursery to take and collect children. There are currently a total of six children on roll, of whom five children are within the early years age group. The childminder operates all year round from 7am until 7pm, Monday to Friday, except bank holidays and family holidays. The childminder also offers overnight care when requested. She 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:

- improve childcare arrangements to make certain children's care is fully tailored to their needs, by ensuring that the settling-in visits are more efficiently and sensitively organised to help young children gain confidence in the setting and support their emotional well-being
- ensure that the attendance sheets are accurately recorded, to strengthen procedures for maintaining children's safety.

Inspection judgements

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

Teaching is good as the childminder has a comprehensive knowledge of how children play and learn. This means she plans stimulating activities across all areas of learning and provides a wide range of easily accessible resources for children. The childminder obtains detailed information about what children know and can do from parents before they start. She assesses and observes their achievements and progress, so that she tracks their progress from clear starting points. The childminder efficiently uses this information to create individualised plans based on children's next steps in learning, so that they make very good progress and continue to build on their achievements. She shares this information with parents each day in a communication book. In addition, termly reports are shared and parents are provided with a written copy of the required progress check for children when they reach the age of two. The childminder successfully encourages parents to support children's next steps in learning at home by recording 'wow' moments; and to continue activities in which children show interest, so that they have continuity and

progress well. For example, parents become involved in their children's learning when they take a toy chick home and take photographs and record their adventures with their child. Parents say they are very pleased with children's progress since they have been in the childminder's care.

The childminder is enthusiastic in her work and motivates children to learn as she joins them in their play. This means that young children start to use their imagination and enjoy investigating. For example, they are curious when viewing a spider through a magnifier. The childminder effectively supports the children's communication and language development in everyday activities. For example, she listens attentively to what children have to say and constantly talks to them, commenting on what they are doing and asking open questions to encourage their thinking and exploration. The childminder sensitively talks to children to expand their vocabulary. She repeats words back to toddlers to help them to begin to understand that words have meaning. This means that children are given plenty of time to practise and reinforce their knowledge of what is being taught.

The childminder provides good support children's next stage of learning and prepares them well for school. Young children experiment with early writing when they use pens and chalk to make marks. The childminder has a wide range of puzzles and games to enable young children to learn about colours, shapes and numbers. Children increase their social experiences and extend their range of activities, as they attend local toddler groups with the childminder. She also takes them to the library, the park and the beach, so that they very good opportunities to explore the environment and find out about nature and the seasons. Children have planned opportunities to be creative and make pictures and decorations to celebrate various festivals and traditional events throughout the year. For example, children find out about St Patrick's Day and take home greetings cards to celebrate Mother's Day. They explore textures of paint on their hands and enjoy sand and water play or make collages with glue, jewels and coloured paper.

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

The childminder has a warm and caring approach to help children begin to form secure bonds with her and have fun in her company. Sufficient cuddles are offered when children feel upset or uncertain. The majority of children play happily in a comfortable environment. Play equipment is stored effectively in an appealing playroom, where children can select items for themselves and take decisions in their play. Overall, the childminder plans reasonably well for children's transitions into the setting. The childminder meets with parents and gathers information about the children's individual needs and routines when they start. Settling-in visits are normally organised to ensure that children only stay for long periods when they feel comfortable and settled in the childminder's care. However, sometimes the childminder arranges settling-in visits on days when she is already busy. This means that children do not always get the individual extra support they need to help them feel totally confident and emotionally secure right from the start. Preparations for children transferring to school or nursery are well established, this leads to a smooth transfer into full-time education and provides continuity in children's care and learning.

Young children show appropriate levels of behaviour for their ages and play harmoniously alongside each other. The childminder models politeness by encouraging them to say 'please' and 'thank you'. She continually praises children and their artwork is attractively displayed. This means children know their efforts are really valued and it supports their confidence in trying out new things or setting their own challenges. Children are learning to take responsibility for their own safety as they are taught about how to keep themselves safe. For example, they practise the emergency evacuation procedures and the childminder patiently explains to the children to think about the consequences of their actions. As a result, children learn why they need to sit carefully and why it is not safe to stand or climb on the furniture.

Children enjoy a healthy lifestyle and have suitable opportunities each day for fresh air and exercise, when they play in the garden, at local parks or soft play centres. Through the positive example set by the childminder children learn about important hygiene routines and recognising their personal needs. Nappy changing and potty training is sensitively undertaken. Young children are aware to wash their hands before eating and they have disposable towels to prevent the risk of cross-infection. The childminder works well with parents to ensure that any special dietary needs are met and children are encouraged to make healthy choices in what they eat, such as fresh fruit for snacks. Meal times are social occasions and even the youngest children become confident in using cutlery when independently feeding themselves. Drinks are kept within children's eyesight to prevent them from becoming thirsty or dehydrated. The childminder effectively recognises when children become tired, and provides cosy spaces where they rest or sleep peacefully and undisturbed.

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

The childminder has a reasonable understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. She has implemented a wide range of written policies and procedures that appropriately support her day-to-day organisation. The childminder is well aware of her responsibilities to safeguard children and knows the steps to take if she has concerns about the welfare of any of the children. All members of the household have completed the appropriate suitability checks. Risk assessment and daily checks are carried out to ensure that the premises, garden and any outings remain safe. Most of the essential children's records, required for the safe and efficient management of the childminding provision, are fully in place and well maintained. However, the childminder cannot always assure children's safety in emergency situations because she does not consistently maintain accurate records of attendance. This is a breach in the welfare requirements and also impacts on the childminder's ability to meet the requirements of the Childcare Register.

Strong partnership working with parents is promoted. They are provided with a wide range of information both in written form and verbally. Daily communication books provide parents with key information about the care routines and progress reports are shared each term. Important certificates and notices are visibly displayed for parents to view in the entrance hall. The clearly written contracts usually ensure that parents are made aware of

the business arrangements. This means that parents are kept up to date with their children's progress and have the information they need to protect their welfare. Parents are invited to contribute ideas and their views through discussion with the childminder and by completing questionnaires at frequent intervals. The childminder takes the views of parents seriously and ensures that she takes prompt action if they are unhappy with any aspect of the care she provides. The childminder is fully aware of the importance of sharing information with other professionals, particularly when children attend other early years settings. She gathers and shares information about children's development with their key person. As a result, the childminder adapts her provision to ensure children experience consistent support and progression across the different settings they attend.

The childminder successfully evaluates all aspects of her service. This enables her to carefully evaluate the strengths of her practice and highlight areas where there is room to continually improve. The childminder is very receptive to information she gains from professionals at the local children's centres, other childminders and also her local authority adviser. She has attended all the mandatory training events, including first aid and safeguarding training. She is also committed to add to her skills and knowledge by attending further training courses; with the aim of gaining a recognised early years qualification at level 3. As a result, the childminder continually gains fresh ideas to support children's development. The childminder effectively monitors the educational programmes to ensure that no child gets left behind and all children continue to be well supported in their learning. Following the last inspection, the childminder has started to enhance children's literacy skills by organising a more appealing and cosy area where children can explore story books and other literature.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- keep an accurate daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).
- keep an accurate daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY459902
Local authority	Southend on Sea
Inspection number	956338
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	04/09/2013
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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