

Willis, Emma Jane

16 Poplar Close, SOUTH OCKENDON, Essex, RM15 6TU

Inspection date

03/01/2013

Previous inspection date

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 has a very good understanding of the Early Years Foundation Stage and a secure knowledge of how young children learn. Consequently, children are provided with stimulating play experiences across the seven areas of learning.
- Children are confident and happy. They are interested in their activities and eager to learn. The childminder asks open-ended questions and constantly engages children in conversation, which stimulates their curiosity and encourages cognitive development.
- Children are well behaved because the childminder sets a good example by modelling politeness and kindness. She encourages children to become independent by allowing them to take acceptable and well-supervised risks.
- The childminder has extremely good organisational skills which ensure that parents are kept well informed about their children's progress and development.

It is not yet outstanding because

- There are insufficient resources promoting diversity and inclusion to encourage children to value and respect others.
- Self-evaluation does not set challenging targets for improvements to support children's achievements over time or to strive towards excellence.

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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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 dining room, lounge and kitchen.
- The inspector spoke with the childminder and child.
- The inspector looked at computer-held documents that are shared with parents.
- The inspector looked at child's progress records, 'learning journeys', planning, parent folder and all other relevant documentation.

Inspector

Jenny Forbes

Full Report**Information about the setting**

The childminder was registered in July 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged eight and six years in South Ockendon, Essex. The whole of the property, except for the upstairs office, is used for childminding. There is a fully enclosed garden available for outside play.

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The childminder takes children on regular outings to the local park and library. She drives children to school in Cranham, Essex. She is a member of the National Childminding Association. There are currently two children on roll, one of whom is in the early years age group and one older child attends in the school holidays only. The childminder operates all year round from 7am to 6.30pm Monday to Friday.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- develop and make available sufficient resources which promote diversity and inclusion, in order to encourage children to value and respect others
- develop self-evaluation further to ensure challenging targets are set for improvements to the setting that will support excellent practice and children's achievements over time

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

The childminder has a very good knowledge and understanding of the requirements of the Early Years Foundation Stage. She uses the guidance document 'Development Matters in the Early Years Foundation Stage' to help her to identify children's next steps in their development and learning. The childminder carries out regular observations and assessments to ensure children are making good progress in all the seven areas of learning. Starting points are recorded on a document completed with parents on entry to the setting. 'Learning journey' records, a daily diary and the assessment for children aged two years show how children are developing over time, and these are used to plan for the next stages in their development.

Children are provided with challenging activities and experiences that support the prime and specific areas of learning. For example, children learn about the world around them when the childminder uses spontaneous events, such as a squirrel in the garden, to discuss how animals feed themselves. There are a lot of resources available to extend children's learning. For example, there are books, charts and laminated sheets to develop pre-writing skills and simple maths, including displayed examples of letters, numbers and shapes. The childminder engages children in interesting conversation and uses open-ended questions to stimulate thinking and spark their imagination. For example, when a child squeezes the dough, the childminder asks what she thinks has happened to it, if she can see the holes she has made with her fingers and what she must do next to turn it into something else.

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The childminder encourages the children to celebrate festivals, such as Diwali and Christmas, by planning appropriate activities. Diversity is promoted by the celebration of such festivals and the childminder is confident to provide a service to meet the needs of a diverse society, but there are insufficient resources to support effective teaching and learning in this area which will encourage children to value and respect others.

The childminder encourages independence by providing children with the opportunity to try things for themselves, such as practising hand washing after using the toilet, after messy activities and before meals. She provides opportunities for children to develop their physical skills daily by following planned activities and she uses the back garden and the larger quiet area at the front of the house where they can ride scooters in safety.

Parents are encouraged to discuss children's starting points when they first arrive at the setting and are kept informed about their children's progress through regular discussion. Parents are given access to their own secure web page where the childminder uploads children's progress reports for them to view on a continuous basis. A parent folder is always available in the setting and children's 'learning journey' documents and daily diaries are discussed with parents regularly.

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

The childminder provides a secure, clean and welcoming environment where children feel comfortable and safe. Children demonstrate by their behaviour that they feel settled and at home in the care of the childminder. They form warm relationships with the childminder and her family. Regular risk assessments are carried out to ensure that children remain safe at all times within the setting. There are stair gates in place to protect younger children. Children are allowed access to the large kitchen area, which is free from hazards, and they sit at the kitchen table, away from the cooking area, while food is being prepared. This provides children with an additional learning experience and they are supervised at all times.

The childminder is a good role model for the children as she leads by example, ensuring good manners are upheld. Children are provided with healthy and nutritious food at meal times and fruit is available for snacks. Children's self-esteem is promoted as they enjoy adding smiley faces to reward charts for their achievements and receive praise and affirmation. The childminder offers children cuddles and understands the signs that show when they need to rest and sleep.

Children learn to be independent and manage their own personal needs as they use the bathroom independently where there is a step to help them reach the facilities. Fire evacuation procedures are carried out regularly to ensure the children know what to do in an emergency situation. Children are helped to understand the childminder's house rules and boundaries by a colourful chart using words and pictures to demonstrate her expectations of them. They behave in ways which show that they feel safe, secure and comfortable, and they move confidently around the areas of the home accessible to them.

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Children are taken to the local park for exercise and there is a good range of inviting and safe play equipment in the back garden. The childminder has knowledge of caring for children with food intolerances and has undertaken specific training in the use specific medication. Parents' contact details are kept close to hand in case of emergencies. Parental permission is obtained in writing for the childminder to seek emergency treatment for children if necessary.

Children's photographs and artwork are uploaded onto parents' individual secure web pages on a computer tablet, which helps children to feel proud of their achievements, raising their self-esteem. The childminder understands the importance of preparing children for their next stages in learning and has resources to support their transition to school and nursery. She has links with other providers and external agencies, including health visitors and local authority welfare staff.

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

The childminder has a secure understanding of the areas of learning and how young children learn. She regularly undertakes written observations, assessments and planning for the next steps in children's learning and development. The childminder is highly motivated to continuously improve and develop her setting by requesting and receiving support from the local authority and other childminders. The childminder has completed all the necessary mandatory training and continually seeks out additional training courses to develop her skills further. A self-evaluation has been carried out, but the drive for excellence does not demonstrate a clear plan of action to support children's achievements over time.

The childminder's extremely good organisational skills ensure that children's learning is well documented and shared with parents on a daily basis. She develops secure relationships with parents, providing them with high quality information. She uses her understanding of technology to develop a secure online communication system for parents where they can see evidence of their children's development and progress at any time. In this way parents are encouraged to share in their children's experiences and learning and can contribute their own views and wishes. The childminder works in partnership with parents, health visitors and local authority welfare and development officers.

The childminder makes sure that the areas where children play are free from all hazards. Effective risk assessments are in place for all areas of the home and outdoor areas, and for outings. These demonstrate that the childminder has a good understanding of potential risks to children's safety and the necessary action to be taken to minimise them. The childminder has a good knowledge of safeguarding and there are effective measures in place to protect children. Policies and procedures are regularly reviewed and shared with parents, who are required to sign to show they have read them. The childminder has attended specific safeguarding training and demonstrates a secure understanding of the procedures to follow should she have concerns about a child in her care.

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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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.

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Setting details

Unique reference number	EY447162
Local authority	Thurrock
Inspection number	806089
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
Name of provider	Emma Jane Willis
Date of previous inspection	Not applicable
Telephone number	07900694553

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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 that are usually their 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

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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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