

Inspection date	23/10/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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's practice is based on a secure knowledge and understanding of how to promote the learning and development of young children.
- Babies and young children are confident and settled because they are looked after in a comfortable, homely environment and receive care and learning experiences tailored to their individual needs.
- The childminder carries out clearly recorded observations which she then assesses to identify key learning priorities. This results in interesting activities that engage children and actively support their learning.
- Children are safeguarded as the childminder has a good understanding of how to promote the health and safety of the children in her care.

It is not yet outstanding because

- Parents routinely view their children's development records and provide information for the initial assessment. However, opportunities to encourage parents to share their observations about children's ongoing progress at home are not yet fully maximised.
- Rich and imaginative experiences for young children to develop their mathematical knowledge through exploring shape, space and measure have not yet been fully embraced.

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 indoor learning environment.
- The inspector held discussions with the childminder and toured the premises.
- The inspector viewed the children's development folders and activity planning.
The inspector viewed evidence of suitability and qualifications of the childminder,
- risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents reflected in personal references obtained by the childminder.

Inspector

Patricia Champion

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and child aged six years. They live in a house in a residential area in Benfleet, Essex. All areas of the childminder's home, except for one bedroom, are available for childminding. Access is via

one low step into the house. There is a fully enclosed garden available for outside play. The family has no pets.

The childminder's service is open all-year-round, from 7am to 6.30pm Monday to Friday, except for family holidays agreed in advance. There are currently two children attending who are within the early years age range, both of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years and she walks or drives to local schools to take and collect children.

The childminder has completed the local authority approved childminder training including first aid and child protection. She attends the local carer and toddler groups on a regular basis and is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- encourage parents to support and share more information about their children's learning at home
- develop further children's understanding of shape, space and measure by providing a range of natural and man-made objects of various textures and weights in treasure baskets to excite and encourage young children's interests.

Inspection judgements

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

Children are making good progress as they have access to high quality play materials, activities and outings that support their learning in all seven areas. The childminder thoroughly enjoys her time with the children and is enthusiastic about the role she plays in their lives. She supports children effectively in their play and gives each child her attention so they feel valued and included in the activities. Careful planning ensures that learning experiences are in tune with children's interests, enthusiasms and capabilities. Play materials are easily accessible so that young children can make choices and take decisions about their play and learning. The childminder promotes language development effectively through playful conversations and she repeats words to ensure that young children understand and can practise their emerging communication skills.

Good quality mark-making materials, electronic toys and both fiction and non-fiction books are readily accessible so that children develop the skills they need to support their future

learning. They develop their imagination as they use actions and sing along to 'Dingle, Dangle Scarecrow' or play creatively with small world and role play materials. Young children show interest in new things as they explore art materials, make collages or take part in leaf printing. Toddlers and babies readily seek comfort and reassurance and enjoy the childminder joining in with their play. They are encouraged to explore colours and numbers and focus on patterns and shapes as they look at books and explore puzzles together. Further consideration for developing a range of natural and man-made resources within treasure baskets has the potential to develop young children's understanding of shape, space and measure even more.

Children's progress is robustly documented in the beautifully presented development folders and supported with photographic evidence, observations and samples of artwork. The possible next steps in learning are formally identified and used effectively to inform future planning of activities. Parents provide information about children's starting points and add brief comments when they read the development folders. However, they are not yet contributing their own observations of children's learning at home to enable the childminder to extend her planning.

Outings are used well to support children's development. Regular visits to toddler groups enhance children's opportunities to develop social skills and to become creative and independent thinkers. Trips to farms and parks enable children to develop their knowledge of animals and the changing seasons. Resources reflecting different backgrounds and cultures effectively support children's growing understanding of diversity. Therefore, children are starting to develop a better understanding of their world around them.

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

There are good settling-in procedures to ensure that children feel a sense of belonging. The childminder demonstrates a loving and caring nature with the young children she cares for and, as a result, close relationships have developed. Personalised routines help babies to feel content, safe and secure. The childminder also uses baby signing techniques to help the youngest children share their emotions and needs. Young children play harmoniously, interact well with each other and are starting to show they understand about sharing and taking turns. Special events such as the 'Talk, Cuddle and Listen Picnic' are used well to support children's learning in the prime areas.

Children's health is well supported and they are provided with healthy meals and snacks. Child-sized furniture ensures that mealtimes are social events and children can eat in comfort and safety. The childminder finds out about any dietary requirements or allergies right from the start so that she can meet individual needs. Children are becoming aware of hygiene routines for instance, why they must wash their hands before eating. Nappy changing is hygienically and sensitively carried out to preserve children's dignity. The childminder notices when children become tired and ensures that they have opportunities to sleep or relax as well as times for more active play.

Children have access to an outdoor area where they develop their physical skills using a range of apparatus and play equipment. They particularly enjoy the opportunities within

local parks and soft play centres to use more challenging equipment. Children learn about their personal safety as the childminder talks to them about road safety. They also learn to take care of each other as the childminder gives gentle explanations about possible hazards within her home. For example, children find out why they must not leave smaller play items within reach of babies and that it is safer to walk rather than run while indoors.

The childminder has well-established links with key workers in nurseries or reception classes. This ensures that, when the need arises, there are smooth transitions and continuity in care and learning when children move onto the next stage in their education.

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

The childminder has made very good progress since registration and is knowledgeable about the learning and development requirements. She has attended all the mandatory training and joins workshops so that she is fully aware of the recent changes to the Early Years Foundation Stage. The childminder is fully committed to the continual improvement of her provision and her good systems for self-evaluation mean that her plans for the future are effectively targeted. She is extremely receptive to any professional's advice or suggestions and meets regularly with other childminders to share ideas about best practice to develop children's care and learning.

The childminder organises her daily routine effectively and ensures that children receive plenty of attention and support. All the essential documentation is in place to efficiently promote the children's well-being. Children are protected from harm or neglect as the childminder has a good understanding of safeguarding issues. She ensures that children are only supervised by adults who have completed the relevant background checks. All visitors to the premises are closely monitored. Written policies and procedures are made available to parents, ensuring they are fully aware of her responsibilities regarding child protection. The childminder conducts risk assessments and daily checks to ensure that children are safe in the home and while on outings. She regularly checks her smoke detectors, practises fire drills with the children and has organised contingency cover with another registered childminder.

The childminder establishes effective relationships and promotes good communication with the children's parents. A well-presented portfolio, notice boards and daily communication books all keep parents informed about their children's achievements, well-being and development. The childminder enables parents to share their views about her childminding service. Parents are highly complimentary about the childminder and the support their children receive. They are impressed by the good progress the children make in her care and value the welcoming, professional and straightforward approach she takes when organising her childminding service.

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.

Setting details

Unique reference number	EY430876
Local authority	Essex
Inspection number	776979
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
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 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 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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