

Inspection date	06/12/2012
Previous inspection date	02/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children's language development is supported extremely well by the childminder. She uses a wide range of teaching methods which helps children make good progress.
- Children relate very well to the childminder, showing that they feel safe and secure in her care. This supports their well-being and independence.
- Partnerships with parents make a strong contribution towards the childminder's ability to meet children's needs.

It is not yet outstanding because

- There are limited chances for children to explore the natural world using a range of resources to develop and extend their understanding.
- There is scope to improve self-evaluation to consistently implement identified areas for development to further enhance children's welfare and learning.

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 main play area.
- The inspector discussed documentation with the childminder.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability and the childminder's self-evaluation systems.

Inspector

Ann Cozzi

Full Report

Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and one child aged 14 years in a ground floor flat in Old Harlow, Essex. The whole of the premises is available for childminding. The family has fish as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools.

There are currently four children on roll, three of whom are in the early years age group

and attend for a variety of sessions. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She 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:

- develop self-evaluation by ensuring that identified areas for improvement are consistently implemented
- provide further opportunities for children to investigate the natural world through the use of a wider range of resources both inside and outdoors.

Inspection judgements

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

The childminder frequently undertakes precise observations and assessments of children's development. Based on information gathered she has appropriately high expectations of children in her care. She provides a wide range of stimulating resources and activities which spark children's imagination and interest. Parents are encouraged to contribute towards initial the assessment of their child when they enter her service. Communication with parents is maintained and promoted throughout children's placement. This results in parents being provided with regular information about their child's achievements. In addition meetings and discussions at drop-off and pick-up times, mean that the childminder is kept well informed about children's achievements at home. This contributes towards planning as it helps her to gain a better overall understanding of each child's needs.

The childminder demonstrates through practice a particularly good understanding of encouraging young children to learn through play. She uses a good range of teaching methods that take account of individual learning styles to support learning. For example, she uses incidental learning, intonation and expressive facial gestures. The childminder organises resources to make sure that they are suitable, safe and easily accessible at any time. This means that younger children are prevented from accessing unsuitable items. As a result of this, independence is supported well resulting in child-led learning opportunities for all children. Showing curiosity children confidently explore and investigate a colourful, attractive range of toys which, inspire their interest. Resources such as books, dolls and small world play support inclusion, providing images of the diverse world we live in.

Language development is fostered extremely well. For example, children enjoy looking at books with the childminder and listen with interest. As they observe images in the book, they build their vocabulary, for example, mimicking the sound of a cat or repeating words they hear the childminder say. Showing their understanding of more complex sentences, they make their way to the changing mat when the childminder suggests a nappy change. Children are encouraged to develop their imaginative skills by the childminder, who shows a genuine interest and plays alongside them. For example, as a doll is given a pretend drink, the childminder comments, 'She must be thirsty'. The childminder provides some opportunities for children to explore the natural world, such as observing wildlife during walks to local parks. However, there are limited resources available to fully extend this learning.

Children have lots of fun playing with and exploring a range of media, for example, they discover with delight that they can create sounds by blowing into a stacking cup. They repeat this action over and over again as they proudly show the childminder what they can do. This demonstrates how children are beginning to develop active learning skills. Children are provided with a range of opportunities which support the development of essential physical skills. For example, they take part in vigorous play as they have fun dancing to music. In addition they develop balance whilst confidently climbing over soft play equipment during regular visits to the local Sure Start children's centre.

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

The childminder offers an extremely caring, homely environment. Very young children enjoy warm and sensitive interaction with the childminder. For example, they read books together and play make believe games, which helps them to develop firm attachments and a sense of security. Older children also develop positive relationships which they clearly express, for example, through a message saying how much they enjoy spending time with the childminder. This demonstrates that children feel a strong sense of belonging in an environment where they are well cared for.

Children behave very well because the childminder is consistent in her use of sensitive, age appropriate positive reinforcement. She uses lots of praise and encouragement during activities, for example, supporting children to successfully match puzzle pieces. This helps children to develop high self-esteem and confidence in themselves. The good relationships between home, school and the childminder ensure that children are provided with smooth handovers and continuity of care. This is maintained through all parties sharing relevant information on a regular basis. The childminder ensures that children are prepared well for transition into school. She achieves this by helping them build a good level of self-confidence.

Parents provide packed lunches which the childminder stores appropriately to ensure children's good health is protected. She further promotes children's health by providing a varied range of healthy options, such as fresh fruit for snacks. Older children know how to manage their own care needs competently as they take themselves to the toilet and help themselves to drinks when they are thirsty. The childminder gives younger children gentle reminders to have a drink, which ensures that they remain hydrated. Children have lots of

chances to access physical play at nearby parks and fields. This encourages them to learn about maintaining healthy lifestyles.

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

The childminder has a very secure understanding of educational programmes across all areas of learning. The good planning and monitoring of educational programmes ensures that all children are provided with a broad range of learning experiences which interest them. Children are safeguarded by a childminder who has taken the time to undertake specific child protection training. As a result she has implemented strong, well-embedded systems which protect the safety of children. For example, the childminder undertakes written risk assessments of her home and trips out of the setting. Appropriate action is then taken by her to minimise all potential identified risks to children.

The well-established partnerships with parents have a positive impact on continuity of care and meeting children's individual needs. This is further supported by positive relationships with local schools, which the childminder has worked hard to develop. Self-evaluation is undertaken by the childminder, who takes the views and opinions of children and parents into account. Regular feedback from the local authority development officer adds a further dimension to the monitoring and assessment process. The childminder's good self-evaluation demonstrates her commitment to improving the service provided for children. However, there is a weakness between identifying priorities and implementing them consistently to drive improvements.

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	EY333363
Local authority	Essex
Inspection number	820597
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	02/02/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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.ofsted.gov.uk

© Crown copyright 2012

