

Inspection date	17/12/2012
Previous inspection date	20/06/2011

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

- The childminder encourages parents to share information about their child's learning and development at home. This helps her to plan a wide range of activities which meet their individual needs.
- Children enjoy a close relationship with the childminder, which helps them feel safe and secure.
- The childminder has a good understanding of how to protect children. This ensures that they are kept safe in her care.

It is not yet outstanding because

- There are limited resources available, both indoors and outdoors, to extend children's learning about the natural world.

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

Inspector

Ann Cozzi

Full Report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged 8 and 6 years in a first floor flat in Harlow, Essex. The whole of premises is available for childminding, with the exception of the bedrooms.

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

There are currently five children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6.30pm, Monday to Friday, except for 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:

- 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 has appropriately high expectations of children based on her regular observations and assessments. She uses this information to plan a wide range of interesting activities across all seven areas of learning. The childminder encourages parents to feed back regular information about their child's achievements at home. In addition, parents are actively involved in their child's two-year-old progress check. As a result, the childminder is able to maintain up-to-date information, which ensures planning effectively meets children's ever-changing needs. Communication with parents is wide ranging, including email, text and a verbal exchange at drop-off and pick-up times. This results in parents being provided with clear information about their child's learning and development.

The childminder demonstrates a good understanding of how children learn during play. She uses a good range of teaching methods which support individual learning styles. For example, when reading a story to the children she uses props to successfully encourage listening and sustain attention. Other methods used include intonation and expressive gestures. Resources are organised to ensure that they are easily accessible, suitable and safe for children. This encourages independence because children can help themselves to items, which stimulate their interest. Children enjoy exploring the environment and resources, which reflect positive images of diversity.

The childminder encourages children to explore books. As a result, they independently access them and enjoy listening to stories. This leads to exploration of information and communication technology. Pressing buttons on interactive books, they discover to their delight that they make different sounds. This shows how young children are beginning to

develop active learning skills. Demonstrating their developing language skills, children express their feelings through language. For example, they confidently tell the childminder that they do not like a particular book. The childminder models what children say, helping them to build their vocabulary. As children mimic words, the childminder repeats them correctly, demonstrating the correct pronunciation. When given more complex instructions by the childminder they clearly show their growing understanding. For example, they understand instructions to tidy up in preparation for outdoor play. Children are provided with some chances to explore the natural world, for example, during outdoor play. However, there are limited opportunities for them to extend their understanding in this area, both outdoors and inside.

During small world play children recreate real and imagined experiences as they move their play person around the castle. They are encouraged by the childminder to be active, demonstrating self-help skills as they put on their own boots, coat and gloves. They have lots of fun running around outdoors and enjoy using the child-size swing independently. Children regularly visit toddler groups and the local Sure Start Children's Centre. This provides opportunities for them to access large play equipment, developing their balance. Children are provided with opportunities to practise their early writing skills. They are able to hold crayons and successfully make marks on paper.

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

Children are comfortable and secure in the care of the childminder and form firm attachments with her. They are familiar with routines and follow house rules, such as taking their shoes off after outdoor play or when returning from trips out. The childminder promotes good behaviour; encouraging children to cooperate and work together. For example, they enthusiastically respond to her request to tidy away toys before outdoor play.

Children are happy and settled in the warm, homely atmosphere provided. The secure attachments formed help children to feel safe in an environment where they are well cared for. Children include each other in play and are learning to share toys and take turns. The childminder acts as a good role model providing lots of positive praise and encouragement. This assists in developing children's self-esteem. For example, she openly values their contributions during activities, such as storytelling. Transitions are well planned for by the childminder, preparing children for their next stage in learning.

Food is stored appropriately to ensure children's good health is maintained. A range of healthy snacks, such as fresh fruit, are provided by the childminder, which further promotes their good health. Very young children are supported to learn how to manage their own care needs. Older children know how to manage their own care needs competently. For example, they can use the toilet independently and help themselves to a drink if they are thirsty. Physical exercise is promoted through trips out to local parks and when accessing large play equipment. This encourages children to learn how to maintain a healthy lifestyle.

The effectiveness of the leadership and management of the early years

provision

The childminder exhibits a clear understanding of her role and responsibility to safeguard children in her care. She has undertaken child protection training and is aware of procedures to follow should she have any concerns about a child. Effective risk assessments are undertaken, both inside and outside of the home. Action is then taken by the childminder to minimise all identified risks.

The childminder has a very secure understanding of educational programmes. Her monitoring of these programmes ensures that children consistently have access to a wide range of learning experiences. Partnerships with parents are effective and have a positive impact on the childminder's ability to meet children's individual needs. There are currently no children on roll with special educational needs and/or disabilities. The childminder demonstrates a good understanding of the importance of partnership working with external agencies when the need arises.

Since her last inspection the childminder has worked very hard to address the action and recommendations raised. This has resulted in a wide range of improvements to the service she provides. For example, clear risk assessments support the effective organisation of the environment. This ensures that all children are able to play and have fun in a safe, secure environment. Children's progress has also improved because the childminder's systems for observation, assessment and planning promote their learning and development very well. In addition, regular self-evaluation is undertaken by the childminder, who regularly seeks the opinion of others. For example, she consults with her local authority development officer and network coordinator. In addition, the childminder holds regular discussions with parents, taking their views into account to inform future changes to her provision. This ensures that actions taken are well chosen, improving the service provided for children.

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
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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.
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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	EY347568
Local authority	Essex
Inspection number	820824
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	20/06/2011

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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