

Inspection date	28/01/2013
Previous inspection date	08/03/2011

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 develops very close and trusting relationships with each child. This means that they are happy and settled in her care and feel part of the family.
- Children are effectively safeguarded as the childminder has a good understanding of how to promote their health and safety.
- Planning is based on children's interests and effectively supports their learning and development. As a result, all children enjoy their experiences and they make good progress.
- Children have good opportunities to develop their social skills as they regularly visit local community groups, including sessions at the children's centre.

It is not yet outstanding because

- The opportunities for babies and toddlers to regularly explore and use their senses with sensory materials and interesting everyday objects have not yet been fully embraced.
- There is scope to extend children's confidence and their understanding of the world further, by sharing more photographs of their families, friends, pets or favourite people.

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 and toured the premises.
- The inspector held discussions with the childminder and children.
- The inspector viewed the children's development records.
- The inspector saw 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 from references obtained by the childminder.

Inspector

Patricia Champion

Full Report

Information about the setting

The childminder was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child in a house in Ingatestone, Essex. The childminder uses the whole of the ground floor, the master

bedroom on the first floor and the rear garden for childminding.

The childminder attends the local carer and toddler groups on a regular basis and also joins group activities at the local children's centre.

There are currently seven children on roll, of whom five are within the early years age range and attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years and walks to local schools to take and collect children. She works all year round from 7am to 6pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- provide a range of objects of various textures and weights in treasure baskets to excite and encourage young children's interests and help them to explore and develop their senses
- extend children's confidence and their understanding of the world by sharing with them photographs depicting their families, friends, pets or favourite people.

Inspection judgements

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

The childminder's practice is based on a secure knowledge and understanding of how to promote the learning and development of young children. She thoroughly enjoys her time with the children and is enthusiastic about the role that she plays in their lives. She supports children effectively in their play and gives each child her attention, so that they feel valued and included in the activities. The childminder promotes language development effectively through playful conversations and repeats words to ensure that young children understand and can practise their emerging communication skills. Young children confidently act out role play scenarios. For example, they talk on the telephone or they tenderly rock and make soothing noises when caring for the baby doll.

Children are making good progress as they have access to good quality play materials, activities and outings that support their learning. Careful planning ensures that learning experiences are in tune with children's interests, enthusiasms and capabilities. The childminder has thoughtfully organised her storage, so that play materials are easily accessible to enable young children to make choices and take decisions about their play and learning. Young children also access a wide range of activities and equipment when

they attend local toddler groups. They are beginning to investigate sensory materials, such as play dough and the childminder has plans to introduce more messy resources for them to explore. However, the childminder has not fully embraced opportunities for young children to fully develop their exploratory and investigative skills.

The childminder efficiently undertakes regular observations. She uses this information well to support children in taking the next step in their learning and development. Children's progress and achievements are carefully tracked to monitor where they are in their developmental age bands, and to ensure that there are no gaps in their learning. The childminder also has the necessary paperwork in place to complete the progress reports for children when they reach the age of two years.

The childminder values what parents share about the way their children behave and learn at home. The information that parents contribute when children start is used to form an initial assessment and each child has a development folder that parents can see or contribute to at anytime. Parents also take the development folders home, so that the observations and photographs can be viewed by other extended family members. This enables them to become involved in their children's learning and gives them a good sense of pride in their achievements.

Children effectively develop the skills, which they need for future learning. Babies and toddlers have good opportunities to explore technology and enjoy learning what happens as they pull levers and press buttons to hear different sounds. There is a good range of books, both fiction and non-fiction, and children enjoy looking at pictures and turning the pages. Trips to the park to hunt for a monster, are used well to stimulate children's imagination and heighten their pleasure in listening to stories. Young children play imaginatively as they decide what to put in their shopping bags or examine their image in the mirror, when they try on sun glasses. The childminder continually uses the names of shapes, colours and numbers in her conversations with children to help them develop their early mathematical skills.

The childminder has well established contact with the local school and with other early years settings in the area. This enables her to speak with key persons to develop a working partnership to support the children in their transitions onto the next stage in their learning.

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

The childminder demonstrates a loving and caring nature with the young children she cares for and as a result, close relationships have developed. Children throw their arms around the childminder when they request a cuddle and confidently indicate when they are ready for a drink. There are good settling-in procedures to ensure that children feel a sense of belonging. Parents give plenty of information right from the start to allow the childminder to offer personalised routines that help babies and toddlers to feel content, safe and secure. Text messages are regularly exchanged and the daily journals also provide an efficient way to share details about any changes. This means that the care remains consistent with the routines offered at home. Although, the childminder keeps

written comments about children's lives at home, there is scope to extend their learning, raise their self-esteem and give them more opportunities to discuss and share information about the important people and places in their lives.

Children are beginning to learn about healthy lifestyles through the daily routines. Hands are cleaned prior to eating and nappy changing is sensitively and hygienically undertaken. Children eat nutritious meals and snacks provided by the parents and supported by the childminder. She regularly discusses children's developing needs and interest in food with parents. Drinks are readily available and young children are reminded to drink to prevent them getting too thirsty. There is ample space for toddlers to practise their developing mobility indoors. Children also have good opportunities to access fresh air and exercise. For instance, they play with a variety of toys and apparatus in the garden, visit an indoor play centre or go for daily walks around the locality. Children learn about road safety on these frequent outings and clear evacuation procedures have been implemented to ensure that everyone can safely exit the premises in an emergency.

The childminding service is both welcoming and inclusive. Children are encouraged to be kind and help each other and make many choices about what they like to do. As a result, they behave well and are motivated to learn. Children are helped to understand about differences and diversity through use of multi-cultural play equipment, artefacts from around the world and by being involved in traditional celebrations and festivals.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage and ensures that children achieve well and are robustly protected from harm. Children's health, safety and welfare needs are met as the childminder has effective policies and procedures in place, which are shared and agreed with parents. The childminder is secure in her knowledge of child protection procedures and has attended relevant safeguarding training. All adult members of the household have completed the appropriate background checks and emergency back-up arrangements have been organised with another childminder.

The childminder is vigilant regarding safety within the home. The premises are kept secure and all equipment is checked regularly to ensure that it is safe and clean for children to use. The risk assessments of the premises and garden are recorded in detail and ensure that possible hazards to children are removed or minimised. When going on outings, the childminder carries out risk assessments of the different venues and protects children by carrying essential items, which they may need in an emergency.

Children benefit because partnerships with parents are professionally managed. There are very clear contacts and consent agreements that cover the business and care arrangements. Important notices and certificates are displayed in a prominent position where parents can easily see them. The procedures for involving parents and keeping them informed of their children's care and learning are effective. The childminder welcomes the views of parents and they make very positive comments about her service.

Parents say that they are delighted with the 'home from home' environment and would happily recommend her to others.

The childminder is motivated and uses self-evaluation proficiently to identify what she does well. She attends a variety of training courses and is very receptive to information from her local authority advisor. The childminder has strong partnerships with local children's centres and meets regularly with other childminders to share ideas and discuss best practice. As a result, she makes a very positive contribution to meeting children's needs, by keeping updated on current childcare trends, and by willingly using new information to enhance the quality of her service. The childminder has successfully addressed the action and recommendations raised at the last inspection. She has improved her documentation by ensuring that parents give written permission prior to any medication being administered; the attendance register is accurately recorded and there are now clearer links between her observations, assessments and the activity planning. As a result, since the last inspection, effective improvements have been made to children's welfare and learning.

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	203169
Local authority	Essex
Inspection number	817979
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	7
Name of provider	
Date of previous inspection	08/03/2011
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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