

Inspection date	04/04/2013
Previous inspection date	25/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Met
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 knows each child very well and her inclusive approach ensures their welfare and care needs are fully met as they form strong attachments and meaningful relationships within the setting.
- The childminder's professional approach and well thought out routines and organisation, including clear, well-presented policies and records, ensure that the setting runs smoothly, while continually improving, due to her reflective practice.
- The childminder uses observations and assessments effectively to identify what she needs to do next and plans relevant and engaging activities which ensure that the children make good progress in their learning.
- Children have easy access to a wide range of varied and stimulating resources which reflect their interests and keep them engaged and enthused in their play and learning.

It is not yet outstanding because

- Opportunities for children to recognise and use number in everyday contexts are less frequently provided as part of children's mathematical development, resulting in a minor gap in the educational programme overall.
- Planned activities do not always include ideas and observations from parents to fully promote parental involvement in their child's 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spent time engaging with children, as they played, and observed routine care.
- The inspector held discussions with the childminder.
- The inspector looked at a sample of documentation including children's development profiles and other paperwork and took account of parents' written responses seen on the day of the inspection.

Inspector

Sarah Williams

Full Report

Information about the setting

The childminder was registered in 2010. She lives with her child aged three years. They live in a house in Witham, Essex. All areas of the childminder's house are used for childminding. Access is via one low step up to the front door. There is a fully enclosed garden available for outside play.

There are currently five children in the early years age group on roll. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local carer and toddler group on a regular basis. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- extend children's knowledge and understanding of numbers, for example by providing displays and playing games which relate to number order, addition and subtraction, such as, skittles and hopscotch
- explore different ways to enable parents to make a stronger contribution to children's care and learning, for example by seeking and including their ideas and observations.

Inspection judgements

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

Children enjoy and benefit from a good range of planned and spontaneous activities and resources that are well presented. They are provided with stimulating and interesting challenges as activities are based directly on their areas of interest and suited to their ages and stages of development. The childminder promotes children's development with high quality teaching based on her understanding of child's development and experience in childcare work. Sensitive and detailed observations are undertaken as children play and work and these, with annotated photographs, form the basis of the educational programme and enable her to plan the next steps in learning for each individual child.

The childminder intuitively knows when to leave children to explore and play by themselves and is unobtrusive so as not to interrupt the flow of play. She manages the needs of all children attending very well and ensures that they all receive attention and

are enabled to take part in their chosen activity through her inclusive approach. Children are following up an interest in animals, what they eat and where they live; this is supported with animal figures, maps, a globe, puzzles, books and posters with illustrations and photographs. These resources encourage children to explore and make links, for example, recalling their visits to the zoo and talking about pets, such as the snails they look after. The childminder skilfully engages the children and gauges their concentration levels expertly. This ensures the day is well-paced and considers children's needs for both active and quiet times, punctuated by routine care, such as snack times, mealtimes and sleep.

She has a sound understanding of how children learn and plans relevant and achievable next steps based on her observations. These are clearly linked to the areas of learning, as set out in the Statutory Framework for the Early Years Foundation Stage and referenced to 'Development Matters in the Foundation Stage'. Parents are given opportunities to be involved as they are invited to contribute directly to the children's development profiles or learning journeys. While some parents choose to contribute with comments and pictures, others are less involved in the planned activities their children are taking part in. The wide range of carefully chosen resources are of high quality and well-presented to allow children to choose what they would like to do. Both natural and made items are included, giving children an opportunity to compare and explore the properties of shells and stones they find in a basket. One child spots a stone that resembles a letter 'Y' and proudly shows this to the adults present, demonstrating understanding that letters carry meaning. A younger child is fascinated with a chain of coloured plastic linked rings and trails this around, examining it and showing it to the adults. The child is able to self-select and concentrate well and uses the emerging language skills, as well as gesture and facial expressions, to communicate ideas effectively. Children have books and other printed materials to help them learn that print carries meaning. They explore mathematical concepts, such as space and shape, weight and capacity, as they play with sand and water. However, the childminder acknowledges that opportunities for counting and using numbers are less frequently offered which means that children are less experienced in using numbers in their play.

The safe, enclosed garden is used in all weathers and has a variety of surfaces which make it interesting for children. They dig and play in the mud, pile up snow and watch it melt. Outings to local places of interest, such as the library, zoo and soft play centres, provide children with rich learning environments and varied, stimulating play opportunities which they enjoy recalling and extending with art and craft activities. They learn about the wider world as they explore and celebrate festivals and cultural events throughout the calendar year. They learn to mix socially with other children when they visit activity groups and other childminders' homes.

Overall, children's learning and all-round development is very well supported due to the childminder's clear understanding of effective teaching and an excellent understanding of how children learn. This ensures they make good progress towards the early learning goals while enjoying fun and challenging activities in a variety of situations.

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

Children's welfare and well-being are promoted well in the setting as the childminder has their individual needs as her paramount concern. A strength of the setting is the way in which the childminder ensures that children are settled, happy and secure and able to form strong attachments. The settling-in procedure enables children to visit with their parents, so that they can get to know one another and parents have time to talk about children's routines, likes, dislikes and any areas of concern. The childminder ensures she has sufficient information to support children with allergies and specific dietary requirements.

Children develop an understanding of the routines and practices that will keep them safe and healthy; they are helped towards independence in self-care and learn how to manage many daily routine tasks. For example, children wash their hands before they sit at the table for snacks and meals and ask for a tissue or a wipe when they get sticky fingers. Provided food is all wholesome, prepared from fresh ingredients and attractively presented so children enjoy mealtimes as a social occasion as well as learning that food makes them strong and helps them grow. Their coats and shoes are within reach so children can start to dress themselves before outings. They help to tidy up between activities and are reminded on why they should put some toys away so that they don't trip or tread on them. The childminder's unfailingly calm and cheerful approach means children respond positively and behave very well, as they can ask to have their needs met and know that they will be listened to. She sensitively helps children learn right from wrong by explaining why some behaviour is unacceptable and that it has an effect on others' feelings. Consequently, children are developing positive attitudes to learning in preparation for moving on to other settings.

Children are supported in acquiring the skills they need to support their future development, through the activities and play opportunities provided. They mix socially with other children and learn how to share and take turns. Arrangements for transition to other settings, and onto school, are addressed effectively. The childminder prepares children by discussing what they may expect and answering their questions to allay any anxieties. She has developed meaningful links with early years settings attended by the children and liaises with them to ensure continuity. For example, children excitedly recreate a den they have made at nursery using props provided by the childminder and talk about what they have been doing.

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

The childminder has completed all mandatory training including safeguarding and first aid. Her understanding of safeguarding issues means that children are protected from abuse or neglect as the childminder is confident in addressing any concerns and referring them if necessary. Children's safety is further enhanced by the very clear and comprehensive risk assessments covering all aspects of the home and garden and all outings undertaken. All precautions have been taken to make the home child-friendly and safe so children can move around freely and safely.

The childminder uses the Statutory Framework for the Early Years Foundation Stage and associated documents very well to inform her practice and ensure children's welfare and developmental needs are fully met. She assesses children's progress using observations, which she evaluates, and is fully prepared to carry out the development check at two years for children who fall into that bracket.

The clear and well-presented set of policies and procedures is made available to parents along with a welcome pack when children initially attend. A daily diary, verbal handover and continuous appraisal of every child's developing needs ensure children benefit from the childminder's well organised approach. The children's development profiles include numerous photographs with captions and notes. They are made available to parents so they can share their child's activities and discuss events and outings with them.

Parents respond with very positive feedback regarding the service provided by the childminder. They say that they appreciate the approachability and flexibility of the childminder, her communication and that their children are making strides in development, especially with speaking and confidence. The childminder has worked to establish very effective and meaningful partnerships with parents as she values these and sees them as key to a successful childminding arrangement for every child. She has explored ways of including parents' comments and ideas into children's planned activities, but this has not been successful with all parents. She has a clear vision and pursues knowledge from many sources, including training days, the internet and discussions with other childminders, which help her make continuous progress. She has addressed all issues from previous inspections and welcomes support from the local authority in pinpointing areas for future development. Her enthusiasm for spending time with children and making her home welcoming and child-orientated is evident as children enjoy learning through play and routines.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	EY410064
Local authority	Essex
Inspection number	817786
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	25/10/2011
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, which are usually the childminder's 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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