

Inspection date	19/04/2013
Previous inspection date	28/05/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children have developed close attachments with the childminder and her assistant. This helps children feel secure and comfortable in her care.
- The childminder gives priority to promoting children's safety and well-being. She takes effective action to reduce potential hazards to children.
- The childminder has developed positive working relationships with parents and other settings children attend. Therefore, transitions from home and to school are positive and children are very happy and settled.

It is not yet good because

- The childminder has not fully maximised opportunities to provide children with an environment that is rich in language in order to fully enhance their communication and language development.
- Children have fewer opportunities to play and explore all areas of learning in the outdoor environment, throughout the year.
- Quieter areas, including dens or quiet cosy spaces, are not readily available for children, enabling them to sit quietly or concentrate on an activity.

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 observed activities in the indoor and outdoor learning environment and toured the premises.
- The inspector held discussions with the childminder, her assistant and the children.
- The inspector viewed a sample of the children's development records.
- The inspector viewed evidence of the qualifications of the childminder, risk assessments, policies and procedures and other documentation in relation to health and safety checks. Written comments from parents and local primary school were also evidenced.

Inspector

Lynn A Hartigan

Full Report

Information about the setting

The childminder was registered in 1993. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Colchester, Essex. The whole of the premises and the rear garden are used for childminding. The childminder visits the shops and park on a regular basis and collects children from the local school. The childminder works with an assistant.

There are currently 20 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 6.30am until 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure communication and language development involves giving children opportunities to experience a language rich environment; to develop their confidence and skills in expressing themselves.

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

- extend the use of the outdoor environment by providing rich and varied opportunities to support children's development in all areas of learning
- provide quiet spaces, that are visually calm, limiting noise for children so that they can concentrate.

Inspection judgements

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

The childminder has a sound understanding of how children learn and develop and uses this knowledge to support children in making steady progress in their learning. Consideration is given to each child's learning and interests when planning activities. For example, as young children are fascinated by trains they are provided with a variety of resources, such as a train set, and work together with their friends setting up the track and making bridges. Younger children are encouraged to listen to and follow simple

instructions in preparation for attending pre-school and school. For example, they are asked to collect their shoes and coats when it is suggested they use the garden. Children are happy and excitedly make good attempts at getting ready and enjoy the praise they receive from the childminder as they fasten their shoes and put on their coats.

The childminder provides a reasonable selection of resources that stimulate children's ideas and interest and these are generally easily accessible and organised. Therefore some children are able to select toys for themselves and initiate their own play. However, the lack of visual prompts, such as labels, signs or posters, means that children with a limited use of language may find this more difficult. Symbols, numbers and text are also not routinely displayed in the indoor and outdoor environment to stimulate children's interest in print. Activities, such as, music, singing, rhymes and the re-telling of stories, are not fully embraced in daily practice to encourage children to use language in different ways.

The childminder and her assistant have taken time to get to know the children and are aware of children's individual needs. This ensures children are supported effectively and offered some challenge. The childminder interacts with children to extend their learning. For example, she is skilful in posing questions to prompt children's thinking. They sit for some time enjoying looking at books together about farm animals. Children are encouraged and attempt to guess which animal will be under the flap and make animal noises, giggling with the childminder when they get it wrong. However, as there are lots of activities going on around them some children lose concentration. For example, while very young children show sustained interest in books and puzzles they are sometimes disturbed by the more active play taking place.

Children are able to practise their early writing skills as they use pencils and paper to make marks and colour pictures. They discuss colour and shape when using paints and when printing with potatoes or their hands and feet. Some writing opportunities are extended to outdoors. For example, children use water and brushes and chunky chinks in the warmer weather. They learn about everyday technology through their play and the resources provided. They use mobile phones, calculators and battery operated toys in their games. The garden is well equipped to support children's physical development and children make good attempts at balancing on stilts, climbing and riding trikes. However, fewer opportunities are available to explore outdoors throughout the year as the garden is not used routinely all year round. Also the provision of activities that cover all areas of learning outside are not fully embedded in practice and as a result children do not always have the opportunity to explore and learn in different ways, while being physically active.

Young children are enthusiastic learners as the childminder ensures they are happy and settled within the home. They confidently move around and approach the childminder for assistance. The childminder has made secure assessments of their development and offers a reasonable balance of child-led and adult-led activities. The childminder completes a summary of children's progress and uses these observations to evaluate how well children are progressing in the prime areas of learning. These are used to plan for their next steps and the skills needed for future learning. The childminder effectively uses guidance, such as the Development Matters in the Early Years Foundation Stage and parents comments about their children's progress to help her with this.

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

The childminder ensures that children are offered ample opportunities to spend time settling in with her and that she has appropriate information about their routines, likes and dislikes. The childminder acknowledges that some children settle quicker than others and works closely with parents' wishes. This helps children in a smooth transition from home in to her care. As a result, children settle quickly and are happy. They have made good attachments with the childminder and her assistant, and feel safe and secure.

The childminder works closely with parents to support children in gaining independence in their toileting routines. For example, young children receive consistent support when toilet training and are reminded regularly to use the potty. Children are beginning to learn about good hygiene practices as the childminder explains the importance of wiping hands before meals and baby wipes are used for younger children. Drinks are constantly available to ensure children are not thirsty and these are easily accessible within the kitchen. The childminder is knowledgeable about children's dietary requirements and food allergies, as this information is discussed and documented when children first attend. Therefore children are offered meals that they enjoy and which meet their individual requirements. Children learn to stay healthy as the childminder ensures they receive exercise and fresh air daily. They walk to school and are able to develop their climbing skills when using the large apparatus at the park. Children also enjoy regular visits to the local woods where they balance on tree trunks and collect leaves.

The childminder gives priority to children's safety. For example, thorough risk assessments are now completed and children practise the evacuation of the premises. This means children are able to play in a clean and safe environment and know what to do in the event of an emergency. Children are beginning to learn how to think for themselves and take risk, safely supported by the childminder. For example, while the children are encouraged to think about the best way to use the slide they are able to experiment safely as the childminder is nearby to supervise.

Children make progress in developing the skills they need for later life. Young children are learning to play and share well together and respond well to the childminder's consistent approach to supporting behaviour. The childminder appreciates the importance of her role in setting a good example to children. The childminder and her assistant are calm and have a gentle manner and as a result, children respond well to their requests. For example, as children become frustrated when the tunnel is taken from the train track the childminder quickly responds by suggesting they make tunnels with their legs and others happily join in. She is then able to gently suggest that the tunnel is placed back over the track providing a satisfactory outcome for all involved.

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

The childminder has a secure understanding of the requirements of the Early Years Foundation Stage. Since the last inspection she has completed many local authority

training courses to support her understanding of the learning and development requirements. This has a positive impact for children as they are cared for a childminder who keeps up-to-date with current practices. All required documentation that promotes children's safety, learning and welfare is organised and stored confidentially. Evaluation and monitoring of children's progress is sound because the childminder has a suitable understanding of how children learn. The childminder consistently uses appropriate documents as guidance, to support her in planning activities.

The childminder has a sound understanding of her safeguarding responsibilities and has arrangements in place to ensure children are protected. For example, secure policies in place are updated regularly to reflect local guidance. The childminder is fully aware of the importance of reporting significant incidents to Ofsted and as a result, children's well-being is protected. Risk assessments are completed to ensure children's safety both indoors and when on outings. This means children are protected when out and consistently play in a safe environment.

The childminder demonstrates a positive attitude to continuous improvement as she is aware that this has a positive impact for children. This is evident through her commitment to attending training sessions. The childminder is aware of her strengths and areas for further development and is able to discuss action plans for the future that will improve the provision for children. For example, development of the garden to include sun canopies enabling children to play outdoors safely in the sun.

The childminder encourages positive working relationships with parents. She ensures that they are fully informed about every aspect of her childminding service and the children's achievements, through verbal discussion on a daily basis. Parents written comments are extremely complimentary and they express their complete satisfaction with regard to every aspect of care that their children receive within a 'welcoming and child friendly home'. Parents also express their satisfaction of the progress their children have made while being cared for by the childminder.

Some useful information is available to the parents within information files. Parents are also offered copies of the childminder's policies and procedures. The childminder has established very good links with the local primary school and continues to establish herself with other early years providers so that she can successfully support transitions, when the need arises. Written comments from the local primary school are very positive regarding the childminder. Development records are shared, with parent's permission, and this means that children are offered continuity between the different settings they may attend.

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 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	560080
Local authority	Essex
Inspection number	819449
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	20
Name of provider	
Date of previous inspection	28/05/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: 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, 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.

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

