

Inspection date

08/04/2013

Previous inspection date

22/01/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 provides a comprehensive range of activities with appropriate challenge for the children in order for them to make good progress in their development. Imaginative and creative resources result in children making consistent progress from their starting points.
- The friendly interactions between the childminder and children help them to form secure attachments and enjoy their time at the childminder's home.
- Effective self-evaluation enables the childminder to assess her setting's strengths and weaknesses through the views of children and parents. This promotes continuous improvement.
- The very strong partnership with parents is a real strength of the childminding provision. The childminder liaises with parents highly effectively using a variety of different methods to ensure that children's individual needs are met.

It is not yet outstanding because

- The childminder does not yet consistently make the most of guidance, such as the document 'Development Matters in the Early Years Foundation Stage', when completing her summary assessments of children's achievements. This occasionally results in learning experiences that are not fully matched to children's needs.

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 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 and her assistants, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Patricia Champion

Full Report

Information about the setting

The childminder was registered in 1991 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Heybridge, Essex and uses all areas of her home and the rear garden for childminding. The childminder works with two assistants.

The childminder regularly meets with other childminders and attends events at the local children's centre. She is a member of the Professional Association of Childcare and Early Years and an approved childminding network. The childminder is accredited to take funding for early education for three- and four-year-olds.

There are currently six children attending who are within the early years age range. The childminder also offers care to children aged over five years to 12 years and drives to local schools to take and collect children. She works 7am to 7pm, Monday to Friday, for 48 weeks of the year.

What the setting needs to do to improve further

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

- sharpen the approach for assessing children's achievements, such as by consistently using the document 'Development Matters in the Early Years Foundation Stage' as a prompt to make best-fit judgements of the stage and age band which best describes each child's current development. This particularly relates to the progress check when a child reaches the age of two.

Inspection judgements

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

Children are keen and confident learners as they quickly choose what they would like to do from a wide range of activities and available resources, both indoors and outdoors. A broad educational programme is in place which helps to promote children's learning through play. Attractive toys and play materials are used well to provide the children with safe and interesting learning experiences. This includes an interesting selection of resources and artefacts that reflect diversity and help children understand the value of differences. There is a positive balance of activities led by the childminder and experiences that children choose for themselves. Planning is flexible and linked to the children's enthusiasms and topics that interest them. For example, children learn about the landmarks and places of interest in central London. The childminder successfully adapts

activities for their varying ages and the youngest children particularly enjoy using puzzles and small-world figures to consolidate their new knowledge.

All children are making good progress as they enjoy a comprehensive range of activities to challenge their development. Animated and lively conversations take place between the children and childminder. Interaction is stimulating and the childminder uses effective questioning and listening skills to develop language and vocabulary. Plenty of praise and encouragement is given to acknowledge children's good attempts and accomplishments and this raises confidence and self-esteem.

Parents are kept fully involved in their child's learning through regular updates from the childminder and by sharing the development records. These are illustrated with a wealth of photographs and examples of their children's artwork. Newsletters provide additional information on topics and activity packs are shared to allow parents to continue with their children's learning at home. The childminder has started carrying out the required progress checks when a child reaches the age of two, to identify if a child's progress is less than expected. Although the childminder is knowledgeable about each child, she is not always identifying the stage and age band, which best describes their current development. As a result, there is scope to enhance children's progress by making more effective use of the document 'Development Matters in the Early Years Foundation Stage', when completing these summary assessment reports.

Children are successfully gaining the skills necessary to prepare them for the next stage in their learning and to be ready to move onto school. They enjoy looking at books for pleasure and make regular trips to the library. Children have well-organised art and craft activities to encourage them to design, develop their artistic skills and use their imagination. They use pencils with control when drawing or practising their early writing skills. The childminder skilfully supports children's independence to do things for themselves, such as, allowing time in routines for children to prepare their own snacks and access the toilet independently. She also uses outings to widen children's experiences and provides organised trips where they can interact safely with others. The garden has been thoughtfully designed to capture children's interests and imagination with areas where they can be physically active, engage in role play or tend to plants they have grown. A canopy providing protection from sun and rain mean that children can explore and investigate outside whatever the weather.

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

Children are happy and form secure bonds with the childminder and her assistants in this welcoming setting. The childminder provides effective settling-in arrangements that enable her to understand children's needs and parents' wishes. This supports children's well-being effectively and promotes smooth transitions for children into her care.

The childminder is a positive role model for children as she models politeness and respect for others. She teaches them to think about how their actions affect others, which helps the children learn right from wrong. This enables children to develop positive relationships

and supports them to develop effective social skills. Children behave very well. Older children are gentle and kind towards younger children as they play harmoniously together.

Children display a very good understanding of how to keep themselves safe. They learn from a young age about potential dangers and how to keep themselves safe through skilful support from the childminder. They can explain what to do if they need to evacuate the premises in an emergency and are sensible when walking along the pavement, while on outings.

Children's health is successfully promoted through well-practised routines that become good habits. They have easy access to hand sanitising gel, liquid soap and individual towels to reduce the risk of cross-infection. Toothbrushes are provided so that children learn about the importance of cleaning their teeth after meals. Children's medical needs and minor accidents are managed by a childminder and assistants who all hold first aid qualifications and maintain comprehensive records to keep parents fully informed. Routines such as sleep times are flexible to accommodate children's individual and changing needs. Children are helped to enjoy their food and are encouraged to learn good table manners. They enjoy healthy snacks, which are freshly prepared as they all sit together to make fruit kebabs. The childminder discusses children's individual dietary needs and preferences with parents during settling-in time and ensures these are fully met.

There is a stimulating, well-resourced and welcoming environment, both indoors and outdoors which enhances children's all-round development. Children have many opportunities to practise their physical skills using the apparatus in the garden, on trips to parks or indoor soft play centres. They also attend a dance movement group where they express themselves through a wider range of movements.

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. Children are safeguarded and cared for competently by experienced adults who all hold enhanced disclosures issued by the Criminal Record Bureau to ensure their suitability. Children's health and well-being is enhanced by consistent implementation of the policies and procedures. The childminder is vigilant about the security of children in her home and carefully monitors all visitors. She has recently updated her safeguarding training so that she is fully aware of the steps to take if she has any concerns about the children's welfare. This inspection took place following concerns raised after a child was left unsupervised for a short period of time, while on an outing. The childminder has reviewed what happened and has immediately put additional measures into place to prevent this reoccurring. This means that risk assessment is now more robust to protect children, particularly when they go on trips and outings. The childminder has also suitably addressed the recommendation raised at the last inspection in relation to risk assessments.

The childminder consistently reviews what she does with the children, to monitor their learning and development. She also evaluates what the children enjoy doing and works with parents to extend their experiences at home. Her self-evaluation is detailed and provides a clear account of her provision and how this impacts on the children. Both the childminder and her assistants attend as many training events as they can to develop their knowledge and skills. The childminder is receptive to advice from her local authority advisor. She has also forged effective partnerships with other childminders and helps develop her colleagues' knowledge and skills through her involvement with the local childminding groups.

The childminder's partnerships with parents are very strong. She has a welcome booklet with information for parents and she shares all her policies and procedures with them. Parents are also continually provided with information about the activities through newsletters, displays, daily discussion and the diaries. The childminder values the views of parents and they confirm that they are exceptionally happy with the care provided. Parents say that the childminder is conscientious, reliable and organised and she often goes beyond her duties to ensure that children's needs are met. The childminder shares information with health professionals, when the need arises. She also understands the importance of linking with other early years professionals when children attend more than one setting, to promote consistency and continuity in care 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 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	202161
Local authority	Essex
Inspection number	911204
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	22/01/2009
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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