

Inspection date	15/05/2013
Previous inspection date	07/10/2011

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 has a good understanding of how children learn and ensures she is meeting the learning and development needs of all children through robust observations and assessment. As a result, children make good progress.
- The childminder effectively engages in play with all children, chatting to younger children about what is going on and introducing simple questions to older children. This effectively supports children's communication and language skills.
- Children are safeguarded and protected. All safeguarding requirements are effectively implemented by the childminder in this warm and welcoming family home. As a result, children move around freely and feel safe and secure in her care.

It is not yet outstanding because

- There is scope to develop further the opportunities for parents to play a more active role in their children's learning, to ensure that the childminder has a complete all-round view of the children's progress and development.
- 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.

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 environments and toured the premises.
- The inspector held discussions with the childminder, co-minder and children.
- The inspector viewed the children's development records.
- The inspector saw evidence of suitability and qualifications of the childminder, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents from questionnaires organised by the childminder.

Inspector

Patricia Champion

Full Report

Information about the setting

The childminder was registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Billericay, Essex. She co-minds with her daughter and an assistant also occasionally works from this address. They use all areas of the home and the rear garden for childminding.

There are currently four children attending who are within the early years age range. The childminder also offers care to children aged over five years to 14 years and walks to local schools to take and collect children. She works all year round from 7.30am to 6.30pm Monday to Friday, except for the annual family holiday. The childminder 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:

- strengthen the opportunities for parents to contribute to children's ongoing learning, for example, by recording their own observations in children's learning journals, so that a more all-round picture of each child's development is gained
- provide a wider range of objects of various textures and weights, for example, by using treasure baskets containing natural items and household objects to excite and encourage young children's interests, and help them to explore and develop their senses.

Inspection judgements

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

The childminder demonstrates a good knowledge of the Statutory Framework for the Early Years Foundation Stage. She provides children with a well-planned and challenging educational programme which enables them to make good progress in all areas of their learning. Children's language development is very well promoted through regular conversations during play activities. The childminder is good at extending children's thinking and language skills by asking questions. She listens carefully to children's answers and prompts them to repeat words they are struggling with. Children's love and appreciation of literacy is fostered through the sharing of books and frequent opportunities to practise early writing skills. They are curious and show great interest in toys where they

push buttons to make sounds. The childminder positively supports the imaginative ways in which children experiment with craft materials to create artwork and models, which are proudly displayed on the walls. As a result, children confidently gain the skills they need for future learning.

Children enjoy structured activities, planned according to their interests, alongside freely accessing their own play materials. They also choose whether to play with these indoors or outside. Play materials and resources are of good quality and children access a wide selection of manufactured toys, which are age appropriate and well maintained. Additional resources are stored in various places around the premises and are thoughtfully rotated to help maintain children's interest and enhance their play and learning. The childminder is constantly adding to the play resources and has started to compile a photographic inventory so that children can easily select items of particular interest. Children are beginning to investigate sensory materials, such as sand and water, and the childminder has plans to introduce more messy resources for them to explore. However, there is scope to introduce younger children to more everyday objects and natural materials which they can explore and investigate, to further engage their curiosity and learning.

The childminder has successfully implemented observations, planning and monitoring systems to ensure that all areas of learning are planned for and included. Flexible weekly planning includes weekly activities, such as trips to local parks and farms. Children's individual development journals include observations, photographs and samples of their work. These records demonstrate over time that children are making good progress. This is because their next steps in learning are carefully planned for and achievements are closely tracked on a progress wheel. The childminder has a clear understanding of her responsibilities relating to the required progress check when children reach the age of two years. The paperwork is in place ready for her to undertake this, when needed.

Children's achievements are regularly shared with parents via daily feedback and the development journals are available for them to view at frequent intervals. Information about the children's starting points are provided by parents on the 'all about me' forms. However, parents are not consistently encouraged to contribute ongoing comments and observations of their children's learning at home to the development journals. This means that planning for children's learning is not always sharply focussed, as the childminder is not consistently obtaining a complete all-round view of their interests and achievements.

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

The childminder and her co-minder provide a happy welcoming environment, in which children's well-being is successfully promoted. Children demonstrate that they feel happy and settled in this warm, friendly 'home from home' environment. Each child has an appointed key person so that parents confidently know who they can relay messages to each day. The childminder is calm and caring and children relate very well to her. They approach her readily and with affection, and she reciprocates with cuddles and smiles. The childminder works closely with parents before children start at the setting, by gathering information about individual care requirements. As a result, continuity of care is assured and children quickly settle and feel secure.

Children behave well because the childminder has effective strategies to ensure that they remember right from wrong and act responsibly. They confidently develop independence skills. They learn to take off their own shoes when they go inside and capably learn to feed themselves at mealtimes. Children thrive as the childminder is consistent in her approach and she follows familiar hygiene routines and practices. This means that children's health and self-care is well promoted. Children understand they need to clean their hands before eating and after playing in the garden. They sit together to eat their lunch and menus are nutritious and well balanced. The childminder gathers information about any special dietary needs from the outset. Food is safely prepared as the childminder has attended food safety training. In addition, the kitchen has been inspected by an environmental health officer and was awarded five stars for food hygiene.

Children have frequent opportunities to enjoy fresh air and exercise and they access a variety of physical play equipment in the garden. Their safety is effectively promoted as they develop their awareness of and manage controlled risks. Through careful observation and knowing when to intervene, the childminder ensures children feel secure enough to learn new things and become adventurous. For example, as young children try to climb into a large car, she stands back and observes to see if they need support as they try and try again. The childminder then offers plenty of praise to boost their confidence when they have achieved the desired outcome. The flexible routine also incorporates time for quiet play and rest, ensuring children's individual needs are met when they sleep peacefully and undisturbed. Consequently, children develop their physical skills and their well-being is supported effectively.

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

The childminder's arrangements for safeguarding are thorough, and ensures that children's welfare is consistently prioritised and promoted. All essential policies and records are in place and are systematically organised in an informative portfolio that is shared with parents. This helps the child-friendly provision to be managed safely and efficiently. Children are protected well as supervision is highly attentive and all adults likely to have contact with children have completed the relevant background checks. The childminder regularly checks the premises to ensure that potential risks to children in her home are effectively minimised. There are clearly written procedures regarding the steps to take if the childminder has concerns about a child's welfare. She has attended specific safeguarding and first aid training, so that she holds all the relevant details for reporting concerns, should they arise, and can deal with minor accidents and injuries.

The childminder has high expectations of her practice and effectively uses the Ofsted self-evaluation document to reflect on and evaluate her service. She sets herself challenging targets for the future and regularly evaluates children's participation in planned activities. The childminder has taken suitable action to address the recommendations made at the last inspection and consistently strives for improvement. As a result, she now makes more use of sensitive observations and assessments in order to plan and provide experiences which are appropriate to each child's stage of development. In addition, children now have

greater opportunities to access resources that depict positive images of different cultures and religions within everyday play. For example, older children create wall displays of people around the world and where they live. The childminder also works with the local authority advisor and acts immediately on the advice given to her to improve outcomes for children. She is well aware of the importance of liaising effectively with other early years professionals to promote continuity of care and learning, when the need arises.

Friendly and helpful relationships have been established with parents. Daily written accounts of the care routines, such as mealtimes and nappy changes are shared. Important notices and certificates are displayed in a prominent position, and newsletters are distributed, so that parents are made aware of key aspects of the childminding service. Clear contracts and consent agreements are in place so that children are cared for according to parents' wishes. Parents are invited to social events, such as picnics in the park. They are also invited to share their views and comments by completing questionnaires. This means that they are increasingly becoming involved in their children's learning. Parents make positive comments about the care provided and compliment the childminder on the way she keeps the children busy with fun activities.

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	506231
Local authority	Essex
Inspection number	877225
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	07/10/2011
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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