

Inspection date	17/04/2013
Previous inspection date	22/03/2011

The quality and standards of the early years provision	This inspection:	Met
	Previous inspection:	2

The quality and standards of the early years provision

The provision meets requirements

- The childminder demonstrates a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage to enable her to plan effectively for children's individual needs. She has good arrangements in place to track children's progress across the areas of learning.
- The childminder obtains permission from parents to take children on regular outings to extend their learning. She plans these appropriately to ensure children learn from first-hand experiences and opportunities to meet people who help them in their local community.
- The childminder demonstrates effective settling-in procedures to help support children's transition into the childminding setting.
- The childminder understands the importance of partnership working with parents to meet children's individual needs. Ongoing daily discussions and use of a daily diary ensure that important information is routinely shared with parents and children's continuity of care is promoted.
- The childminder is knowledgeable about the documentation and records she needs to keep to support children's welfare, learning and development. She has a wide range of written policies and procedures which are shared with parents and inform her practice.
- The childminder reviews her practice and identifies how to improve the provision for children. She extends her knowledge by attending relevant training and seeking support from local authority advisors.

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.

There were no children on roll when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no children on roll, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

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 discussed with the childminder how she intends to deliver the educational programmes for children.
- The inspector toured the premises and viewed the play equipment and resources.
- The inspector looked at some written policy documents and viewed evidence of suitability and qualifications of the childminder.

Inspector

Sarah Clements

Full Report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 11 and 12 years in a house in Colne Engaine, near Colchester, Essex. The whole of the house and the rear garden are used for childminding. The family has a cat, two rabbits and two hamsters as pets.

The childminder visits the shops and park with children on a regular basis. She collects children from the local school. There are currently six children on roll, who attend for a variety of sessions. These children are in the later years age group. At the time of this inspection, there were no children on roll in the early years age range. The childminding service operates all year round from 7am to 7pm, Monday to Thursday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

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	EY350715
Local authority	Essex
Inspection number	913942
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	22/03/2011
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, 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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