

Inspection date	23/05/2013
Previous inspection date	13/04/2012

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. She provides a wide range of stimulating activities and outings to support children in making good progress in their learning and development.
- Good relationships with parents have been formed. The childminder shares and exchanges information about children's care and learning on a daily basis, to ensure that all children's needs are effectively met.
- Children remain healthy and safe as the childminder has an effective understanding of safeguarding issues and her responsibility to promote children's welfare.
- The childminder demonstrates a strong drive to improve the service she provides. She has clear plans for the future development of her service that are well-targeted to support children's achievements over time.

It is not yet outstanding because

- The opportunities for children to play imaginatively and enhance their knowledge of the natural world are not fully explored through outdoor play.
- There is scope to extend children's communication and language skills and their understanding of the world further, by displaying and sharing more photographs of their learning experiences and people familiar to them.

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, assistant and children.
- The inspector viewed the children's development journals.
- The inspector saw evidence of suitability and qualifications of the childminder, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents from references and questionnaires supplied by the childminder.

Inspector

Patricia Champion

Full Report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged two years in a house in Kelvedon Hatch, Essex. The childminder's husband occasionally works as an assistant. She uses all areas of her home and the rear garden for childminding. The family has a dog as a pet.

There are currently two children attending who are within the early years age range, both of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. She drives to local schools to collect children. The childminder works all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays.

The childminder attends toddler groups and activities at the local children's centre 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:

- enhance the opportunities for children to engage in role play and explore and investigate the natural world through outdoor play in the garden

- extend children's communication and language skills and their understanding of the world, for example, by displaying pictures and photographs showing familiar events and activities and by sharing with them photographs depicting their families, friends, pets or favourite people.

Inspection judgements

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

The childminder demonstrates a good understanding of the Statutory Framework for the Early Years Foundation Stage. She provides a broad range of activities to promote children's development in all areas of learning. The childminder carefully considers the individual needs, interests and stage of development of each child in her care, and uses this information to plan challenging and enjoyable experiences. Toys and resources in the playroom are arranged so that children can make independent choices and take decisions

in their learning. Planning is flexible and child-led, allowing children to develop their own ideas and experiences. The childminder also ensures children engage in playful adult-led activities so they learn the key skills needed for future learning. For example, children enjoy using numbers in everyday situations and there are good practical activities to promote their understanding of size, quantity and solid and flat shapes, in two and three dimensions. Children experiment with early writing as pens and chalks are easily accessible. They look at books for pleasure and enjoy investigating maps, where they identify a variety of animals that live around the world.

Children also develop their understanding of the world when go on regular outings to places of interest, such as farms and parks. However, the rear garden is currently being renovated. Consequently, the childminder is not yet consistently introducing high quality outdoor activities that encourage children to investigate, explore and use their imagination. She acknowledges that this is an area she wishes to develop, in order to give children a full range of learning opportunities. These skills support children to prepare for their transition to school.

Children become absorbed in their play and make good progress, as the childminder and her assistant fully understand how young children learn. Children's communication and language is extended through lively discussions and active involvement in their play. For example, carefully formed questions are asked to elicit interesting answers as children engage in making lunch during their role play activity. The childminder asks 'I wonder what we need to put in the tea pot?'. This enables the children to solve problems, as they animatedly talk about how they can manage to safely reach the tap, to fill the container with water, by themselves. Children show interest in and talk about the variety of posters that are displayed in the playroom. However, the childminder has not yet displayed and shared photographs of the children's activities and favourite people. This has the potential to extend children's learning, and give them more opportunities to share memories and information about the important people and places in their lives.

The childminder knows and understands the individual needs of children well. Positive observations are gathered for each child in their learning journals. This information effectively identifies the next steps in learning and there are clear links between assessment and planning. Parents have regular access to this information and are kept well-informed about their child's progress. They welcome the opportunity to share comments about their children's learning at home. This means a complete picture of children's development is obtained because all those involved with the child participate fully in the assessment process. The childminder has completed the required progress checks for children when they reach the age of two years. She uses effective documentation to provide parents with a written summary of their child's developmental progress, in relation to the prime areas of learning, of the Statutory Framework for the Early Years Foundation Stage.

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

The welcoming environment and the childminder's friendly approach, help children to settle and enjoy their time in her care. Children have formed warm bonds with the

childminder and her family. They respond well to the childminder's enthusiasm and motivation and clearly enjoy their learning. Children have a strong sense of belonging because the childminder is proactive in ensuring that they can easily access resources and feel comfortable. They confidently approach her with their requests and know where to find the toys they are particularly interested in.

The childminder manages the introduction of new children and settling-in procedures well. She finds out as much as she can from parents about children before they begin attending, so that routines can be followed and preferences observed. This eases the transition process and enables the childminder to gain a wealth of good quality information, which she effectively uses to inform observations on entry. Children regularly access social facilities in the area, such as toddler groups. This has a positive impact on children's sense of well-being and helps all aspects of their development, particularly in promoting children's confidence in group situations prior to them starting pre-school.

Children go on frequent visits to local parks and soft play centres. This means they are given ample time and space to enjoy energetic play and exercise, on a daily basis. The childminder provides children with fresh, healthy and nutritious meals and snacks. She ensures they can access drinking water at all times. The childminder provides a wide selection of fresh fruit and introduces children to new tastes and textures. She supports children's independence well and helps them to develop a good awareness of the importance of effective hygiene routines.

Children gain important social skills as they learn to share resources and take turns in their games. They see positive images of diversity in the readily available resources and toys they handle every day. These influences teach the children to respect and value other people and other ways of life. The childminder provides guidance for children about what is acceptable behaviour and she patiently negotiates any minor disagreements. She provides clear rules and expectations for them to follow while in her home. For example, she ensures toys are put away before children move on to new activities. As a result, children learn about safety within the home environment as the childminder provides regular prompts about keeping the playroom safe. Children are encouraged to take responsibility and are eager to join in by helping with manageable tasks, such as picking up the toys or wiping spilt water on the table. In addition, fire drills are practised so that children learn how to swiftly evacuate the premises in an emergency situation.

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

The childminder has a secure understanding of how to protect the children in her care. Since the last inspection the childminder has moved home. The risk assessments of the new premises, garden and all outings are recorded in detail and ensure that possible hazards to children are minimised. All equipment is checked regularly to ensure that it is safe and clean for children to use. The childminder has attended safeguarding training so that she knows how to record and report any child protection concerns, when necessary. All adults likely to be in contact with the children have undergone the required background checks. The documentation required for the safe and efficient management of the

provision is well-maintained. Appropriate accident and medication records are kept and the childminder holds a current first aid certificate so that she can deal with minor injuries.

The childminder is a reflective practitioner. She regularly participates in training and meets with other childminders to share ideas. This means that she keeps her practice fresh and well-informed. Self-evaluation is accurate and the childminder seeks areas for further development to consistently help her improve the work she does with children and families. The childminder has an accurate understanding of all children's skills and abilities and tracks their progress using the guidance document *Development Matters in the Early Years Foundation Stage*. This enables her to monitor the progress children make over time and identify individual strengths and when progress is less than expected. The childminder is receptive to the information she receives from her local authority advisor and the recommendations from the last inspection have successfully been addressed. As a result, children's care, learning and safety have been enhanced.

Children benefit from the professional relationships the childminder forms with their parents. There are clear contracts that cover business arrangements. All the required written consent agreements are obtained to reassure parents that the childminder values their beliefs and consistently acts in the children's best interests. Parents are invited to share their views about the care provided and make very positive comments. They appreciate the calm and patient nature of the childminder and value that children take part in fun activities that promote their development. The childminder is fully aware of the importance of establishing partnerships with other early years providers, for example, when children start to attend pre-school. This enables her to promote a shared approach to children's care and learning, when the need arises.

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	EY433690
Local authority	Essex
Inspection number	876027
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	13/04/2012
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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