

## Inspection date

Previous inspection date

06/06/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 secure knowledge of how young children learn. Her previous childcare experience has a very positive effect on the quality of the environment and activities provided for children. This means that children thoroughly enjoy the activities and are motivated in their learning, both indoors and outside.
- Children are very happy and settled and form strong bonds with the childminder. This supports their well-being and helps them to be able to make good progress in their learning and development.
- The childminder has established very effective working relationships with other early years providers, to promote seamless transitions and continuity in children's care and learning.
- The childminder is a reflective practitioner and she successfully uses self-evaluation to develop well-focused plans for enhancing her childcare practice.

### It is not yet outstanding because

- There is scope to develop further the opportunities for parents to play an active role in their children's learning, to ensure that children's knowledge and skills are consolidated and extended effectively.
- There is room to extend children's confidence and their understanding of the world further, by sharing more photographs of their families, friends, pets or favourite people.

## 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 and children.
- The inspector viewed the children's 'Learning Journey' records.
- 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 questionnaires obtained by the childminder.

## Inspector

Patricia Champion

## Full Report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged six and two years in Halstead, Essex. The whole of the house and the rear garden are used for childminding. The family has a pet rabbit and a guinea pig.

The childminder attends local toddler groups and activities at the local children's centre. She walks to local schools or pre-schools to take and collect children. There are currently three children on roll, all of whom are in the early years age range and attend on a part-time basis. The childminder works all year round from 8am to 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 further improve the quality of the early years provision the provider should:

- increase the opportunities that encourage parents to become more involved in their children's learning and development, for example, by providing story sacks for parents to take home to encourage the use of books and talk about stories
- build on all children's developing understanding of themselves and the wider world, for example, 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

Children benefit from the childminder's effective understanding of how children develop and learn. They choose what to do and select resources independently, in order to follow their interests freely, both indoors and outside. Play equipment is stimulating and fun. It attracts and holds children's interest and supports their development. The quality of teaching is very good. The childminder knows exactly when to intervene and when to hold back. She spontaneously links learning and conversations to develop children's understanding of what they see. For example, children show great interest when the postman makes a delivery and they are invited to open letters or a parcel. The childminder gently talks to young children about what they are doing and what is happening, so they learn to link words with their actions. The childminder speaks clearly, which encourages

younger children to copy words that are new.

Children successfully develop the skills they need in readiness for starting school. They take part in self-registration, which helps them learn to recognise their names, and plenty of opportunities are provided for children to practise their early writing skills. There is a technology corner, where children become familiar with twisting knobs and turning switches on and off. A key strength is the provision for outdoor play. The childminder has put great thought into providing imaginative experiences in the garden that promote children's learning in all areas. For example, children are able to experiment and investigate as they dig in mud, or pour water using tubes and containers of different sizes attached to the fence. There are also interesting opportunities to learn about the natural world as they help care for the rabbit and guinea pig or tend the plants.

The childminder effectively undertakes both ongoing general observations and more structured assessments, which are precisely linked to the areas of learning and developmental bands. These observations are beautifully recorded and collated in a 'Learning Journey' book for parents to view, along with photographs and examples of children's paintings and drawings. The knowledge gained is used to plan activities that are adjusted to suit the varying needs of the children who attend. The childminder understands the importance of completing the required progress check for children when they reach the age of two. She is fully aware of her responsibility to work with parents and other agencies, when necessary, to complete the check.

There are many opportunities for children to learn about the wider world, as they participate in outings into the local community. They also attend toddler sessions, where they take part in a wider range of activities that promote social skills in group situations. Children enjoy looking at the photographs in their 'Learning Journey' books so that they can recall their previous experiences and share their memories with the childminder. However, the childminder has not yet obtained and shared photographs of all the children's families, friends, pets or favourite people. This has the potential to extend children's learning, and give them more opportunities to recognise, discuss and share information about the important people in their lives.

The childminder has developed positive bonds with parents, which helps to support the children to settle into her care. She seeks information about each child's individual needs and starting points. Parents contribute to daily diaries and 'Learning Journey' books by sharing information about their children's learning at home. Although the childminder has started to share ideas for further activities, the opportunities for parents to play a more active role in their children's learning have not been fully explored. For example, there is scope to fully consolidate and extend children's learning by assembling resources that can be borrowed and used at home.

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

Children are happy, content and confident because the childminder is very sensitive to their needs and interests. Warm bonds are formed as the childminder is affectionate, with plenty of cuddles offered. She makes sure she finds out about children's preferences and

their daily routines by gathering good information from parents, right from the start. This helps to promote children's sense of security, while ensuring that the transition between their home and the setting is a positive experience. The childminder is also very proactive in making links with key persons in the local pre-school, to ensure that there is continuity in children's care and learning when they attend more than one setting. She has created a book with photographs of the local school so that children can discuss and become familiar with key features of the classrooms and playgrounds. This means that they become well equipped to make the transition into full-time education.

The childminder acts as a good role model in the calm and consistent way that she approaches behaviour management. She gently reminds toddlers why behaviour, such as throwing toys, is not allowed inside. The childminder patiently negotiates minor disagreements between children and they learn to say 'sorry' and think about how they have upset others. Plenty of praise and encouragement is given during activities to raise confidence and self-esteem. Children are learning to think about their own safety because the childminder talks to them about keeping themselves safe when they go out. They follow sensible road safety procedures and wear high-visibility jackets on outings so that they can easily be seen and learn about potential dangers. The childminder checks smoke detectors regularly and practises the fire evacuation procedure with the children. This helps them understand the need to follow simple instructions and respond to emergency situations.

The childminder consistently encourages children to develop healthy practices, such as adopting good hygiene routines and eating healthily. Young children learn from an early age to connect toileting routines with hand washing in order to reduce the risk of germs spreading. The childminder prevents the risk of cross-infection by making sure that children know where to find their individual towel. Everyone removes their shoes on entry so that young children can play and develop their mobility on very clean flooring. Children enjoy nutritious meals supplied by parents, supplemented by healthy snacks provided by the childminder. Toddlers are capably developing their independence skills as they feed themselves and have frequent drinks, so they do not become thirsty or dehydrated. The childminder is mindful of the effects of hot weather and ensures that children wear appropriate sun protection before going outside to play. Children have plenty of opportunities to exercise and develop their physical skills by using apparatus in the garden, or on visits to the local park, soft play centre and gym club. Comfortable sleeping arrangements ensure that children can rest peacefully and undisturbed.

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

The childminder is committed to providing a quality service and has a good knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. Although the childminder has only been minding for a relatively short time, the educational programmes are systematically monitored to ensure that all areas of learning are covered and no child gets left behind. The childminder is very reflective and keeps a close check on how well children are doing, and uses this information well to decide what challenges they could do next. She has reflected on her setting's strengths and areas for

improvement by completing a modest self-evaluation form, which includes well-focused action plans.

Children benefit from the care of a qualified nursery nurse. The childminder's previous childcare experience means that she is confident about forming links with other provisions and professionals to ensure a coordinated service for children. All the required regulatory paperwork is available and implemented appropriately. The childminder works closely in partnership with her local authority adviser to ensure that nothing is missed. She also liaises effectively with the staff at her local children's centre to ensure that she continually develops opportunities for children's learning and development.

The childminder fully understands the importance of building partnerships with parents and has a range of ways of sharing information with them. Daily verbal exchanges help her build friendly and helpful relationships, and there is a welcome pack with key information to give parents further insight in how their child's care is organised. Important information, such as certificates and notices, are displayed in prominent positions. Parents' views are incorporated into the childminder's monitoring process as they are asked to complete regular questionnaires about her practice. They make extremely positive comments about the care and learning provided, and say they appreciate how she nurtures children's well-being and promotes their language development.

Children are safeguarded effectively. The childminder has a secure understanding of child protection procedures and is committed to attend further training to update her knowledge in this area. She understands the importance of quickly accessing help and advice should she become concerned about a child's welfare. This helps to ensure that children are protected from harm or neglect. The childminder undertakes risk assessments and maintains a safe and secure premises. All adults living on the premises have completed the relevant background checks, and any visitors to the house sign in the visitors' record. The childminder is aware of the need to be vigilant when on trips in the vicinity and has also has written risk assessments for all types of outings.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY457899
<b>Local authority</b>	Essex
<b>Inspection number</b>	899334
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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