

| | |
|--------------------------|------------|
| Inspection date | 13/06/2013 |
| Previous inspection date | 28/02/2012 |

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

- Young children and babies are confident and settled because they receive care and learning experiences tailored to their individual needs.
- Children make good progress as the childminder's practice is based on a secure knowledge and understanding of how to promote their learning and development.
- Children are safeguarded as the childminder has a good understanding of how to promote their health and safety. They enjoy playing in a safe, secure environment where the high standards of cleanliness minimise the risk of infection.
- The childminder establishes positive relationships with parents and other early years professionals involved in the care of each child, to effectively promote continuity in children's learning and development.

It is not yet outstanding because

- The opportunities for babies and young children to regularly explore and use their senses, with sensory materials and interesting everyday objects, have not yet been fully embraced.
- There is scope to improve the adult-led creative activities, so that babies and young children have more time to investigate and explore the art and craft materials, prior to completing their tasks.

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 development folders.
- 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 obtained by the childminder.

Inspector

Patricia Champion

Full Report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 10, nine and six years. They live in a house in Brentwood, Essex. The childminder's husband occasionally acts as assistant. The childminder uses the whole of the ground floor, a bedroom on the first floor and the rear garden for childminding. The family has a pet 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 four children attending who are within the early years age range, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 14 years. She supports children who speak English as an additional language.

The childminder operates all year round from 8am to 6pm, Monday to Thursday, except bank holidays and family holidays. She is a member of 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:

- provide a wider range of objects of various textures and weights, for example, by using treasure baskets containing natural items to excite and encourage young children's interests, and help them to explore and develop their senses

- extend young children's creativity and critical thinking by building in opportunities for them to play with materials before using them in planned tasks.

Inspection judgements

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

The childminder demonstrates an effective understanding of how young children learn. She provides stimulating, age-appropriate activities, both indoors and outside, with a regular weekly routine of outings and social events. The childminder consistently focuses strongly on the three prime areas of learning, which are the basis for successful learning, when working with babies and young children. This means that the babies are alert, very interested in what they see and are rapidly developing their mobility as they move around

the premises. Play materials are easily accessible so that young children can make choices and take decisions about their play and learning. The childminder is knowledgeable about babies' interests and capabilities. For example, she provides wheeled toys and balls for babies who enjoy rolling items along the floor. Babies also show great fascination for toys with switches, buttons or levers, they have to press or turn to create sounds, lights or movement.

Interaction between the childminder and children is good. Young children and babies with English as an additional language are sensitively supported. The childminder speaks clearly and calmly to help children understand the meaning of words and simple requests. Babies show they understand through gestures, sounds and facial expression. The childminder ensures that she knows useful words and phrases in the children's home language so that she can meet their essential care needs and alert them if there are potential dangers in the vicinity.

The childminder is well-aware of the importance of ensuring that children are developing the vital skills in readiness for the next stage in learning, such as starting pre-school or school. Good quality early writing materials and both fiction and non-fiction books are readily accessible. A variety of posters and labels are displayed so that children learn that words convey meaning. In addition, children make regular trips to the library and learn to look at books for pleasure. Young children are encouraged to explore colours and numbers and focus on patterns, as they look at books or stick shapes onto greetings cards, to mark Father's Day. They handle the glue spreaders appropriately to make individual creations and express pride in their achievements, by smiling when the childminder praises them. However, young children are not always given time to explore the textures of the art and craft materials before carrying out these planned adult-led tasks. In addition, the childminder has not fully embraced opportunities for young children to fully develop their exploratory and investigative skills, through investigating a wider range of natural materials, for example, by examining objects within treasure baskets.

Children's progress is robustly documented in the beautifully presented development folders and supported with photographic evidence, observations and samples of artwork. The childminder successfully uses the guidance document Development Matters in the Early Years Foundation Stage to track children's progress to ensure that no child gets left behind. Parents say that they are well-informed about their children's learning and progress. They are encouraged to see their children's development folders and regularly comment on their achievements at home. This provides a good two-way exchange of information to support the childminder as she assesses children's progress and makes plans for their future learning. When children attend more than one setting, the childminder shares her observations with the key persons at local pre-schools. In return, she gets to see the required progress reports for children when they reach the age of two. These are appropriately completed by the setting where children spend more time.

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

Young children and babies are very happy and demonstrate that they feel safe, as they have developed warm relationships with the childminder and each other. The childminder

works very closely with parents and carers to ensure that individual children's needs are met. For example, very young children whose routines quickly change as they grow and develop, really benefit from the efficient systems of sharing information. This ensures care is consistent with that provided at home and helps new children to settle into the setting. The childminder has well-established links with other early years providers and local schools. This means that she can support smooth transitions and promote continuity in children's care and learning as they move on to new settings.

Children's health and safety is effectively promoted. High standards of cleanliness are maintained throughout the premises. Adults remove their shoes on arrival so that babies and young children play on very clean flooring. Work surfaces are kept scrupulously clean in the kitchen so that food can be safely prepared. The childminder's kitchen has been inspected by an environmental health officer and has been awarded five stars for food hygiene. Babies enjoy nutritious snacks and light meals, provided by parents and supported by the childminder. Any special dietary or medical needs are well-known to the childminder. Older children really enjoy their freshly cooked evening meals and tell parents that the childminder cooks 'such a lovely dinner'. Parents say they are impressed by how the childminder broadens the range of food children are willing to eat. For example, children learn about the food that is good for them as they grow vegetables, such as runner beans or cress.

The childminder ensures children gain fresh air and exercise each day. Children develop their physical skills as they use a variety of toys in the garden or go on walks in the local community or to the park. The childminder also takes young children to the local toddler groups and activities at the children's centres. They meet up and play with other children and make new friends, which supports their personal and social development well. Children's behaviour is good. The childminder is a calm role model and babies listen and respond contentedly to her voice. Children learn about taking turns and sharing while playing. As a result, they have a willingness to participate, learn and develop good habits for the future. The childminder notices when babies become tired and there are very good arrangements organised within the daily routine for children to sleep soundly and undisturbed.

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

The childminder has a good knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. All the essential documentation that promotes children's welfare and learning and development is in place. The childminder has developed a comprehensive range of policies to guide her practice. These are shared with parents, keeping them well-informed and maintaining a safe and healthy environment. The childminder has a clear understanding of procedures for safeguarding children from harm or neglect and has attended training in this area of work to further her knowledge. She has a sensible attitude to safety and takes steps to ensure children are kept safe in the home and when on outings. The childminder undertakes risk assessments to reduce the likelihood of accidents and children are consistently supervised to ensure they remain safe. All adults living and working on the premises have undergone

the required background checks to ensure they are suitable to be around children.

The childminder shows a positive and enthusiastic commitment to continually improving her provision by completing a full self-evaluation, since the last inspection. She accurately identifies areas where she feels she is strong and areas where there is room to improve. All the mandatory training has been attended and the childminder regularly updates her knowledge of first aid. The childminder is also receptive to recommendations from her local authority advisor so that she continually develops her practice and widens her childcare knowledge. The childminder successfully uses the guidance document Development Matters in the Early Years Foundation Stage to monitor the educational programme. From this, she is able to identify that there are no gaps in learning and the children she minds are progressing within their expected development bands.

Children benefit from a strong partnership with parents. The childminder provides parents with detailed information in the day books, about the activities children are participating in, enabling them to extend their learning at home. Parents have a clear contract and have signed consent agreements so that they are fully aware of the business and care arrangements. Valuable information, such as, certificates and notices are displayed where they can easily be seen by all. The childminder actively seeks parents' views about her childminding service. Parents say they really appreciate the care the childminder provides and are impressed with the way she deals with individual medical or dietary needs. Links with other professionals, such as the staff at the nearby pre-school and primary school are used successfully to provide a high level of support for children and their families.

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 | EY318331 |
| Local authority | Essex |
| Inspection number | 888758 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 5 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 28/02/2012 |
| Telephone number | |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

