

<b>Inspection date</b>	29/04/2013
Previous inspection date	08/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 made significant improvements to her practice, knowledge and understanding and as a result, children are making good progress in their learning and development.
- Children feel safe, secure and happy as they play with toys that promote and extend their early learning skills. They show high levels of curiosity and independence and have developed a strong sense of self-esteem as they are encouraged to make decisions about their own play.
- The childminder provides a good range of stimulating resources that are easily accessible. This means that children are offered a creative variety of activities and play opportunities, which capture their interest and promote their learning and development in all areas.
- Partnerships with parents and other professionals are a key strength in making sure that children's learning needs are met to a high standard.

#### **It is not yet outstanding because**

- The evaluation of professional development on the promotion of positive awareness of diversity and inclusion require further focus to inform practice.

## 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.

## Inspection activities

- The inspector observed activities in the playroom, dayroom and garden.
- The inspector spoke with the childminder and children.
- The inspector took account of parents' views by reading feedback and comments.
- The inspector looked at policies and procedures, planning documents, children's progress records and other relevant documentation.

## Inspector

Jenny Forbes

## Full Report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register. She lives with her husband and two children aged two years and one year in a house in Langdon Hills, Basildon, Essex. The whole of the premises and the rear garden are used for childminding.

The childminder attends a childminding group and activities at the local children's centre. She visits the nature reserve and park on a regular basis.

There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association of 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 evaluation of the impact of practice to ensure it is sharply focused, and to establish an astute and targeted programme of professional development that further enriches the promotion of positive awareness of diversity and inclusion.

### Inspection judgements

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

The childminder has made significant progress in her knowledge and understanding of the requirements of the Early Years Foundation Stage, since her last inspection. Her practice has improved considerably as she has embraced the knowledge that she has acquired and used her new skills to accurately assess children's learning and plan for their continuous development. The childminder has sought support from her local authority development team and other providers. Also, she has formed good working relationships with other professionals. Children are making good progress in their learning and development because the childminder uses effective methods to track their development and she works in partnership with parents to identify their starting points. Parents are encouraged to contribute to their children's development by exchanging regular information with the childminder about their children's achievements at home. The childminder works closely with staff at the local pre-school where she exchanges information to support individual children in her care.

The childminder provides a good range of activities and experiences that support the

prime and specific areas of learning. For example, communication and language skills are promoted when the childminder engages the children in conversation and uses open-ended questions as she asks about their adventures at the weekend. Children recall the experience of playing ball with their family and the childminder introduces mathematical concepts as she enquires whether it was a big or small ball. Development in mathematics is further enhanced when the childminder asks children their ages and holds up her fingers to help them to count. Children's personal, social and emotional development is well supported as they bath their dolls and feed and dress them. They blow on the imaginary food and when questioned, reply that it might be 'too hot'. This area of development is further enhanced as they gaze on a chart, which they made previously showing happy and sad faces and they talk about the expressions of the people. This activity shows faces of people from different cultures and communities, which help children to gain an awareness of differences.

There is a wide variety of play equipment in the large garden where different types of resources are available to promote children's physical development at all times of the year. For example, children bounce on the trampoline, climb the climbing frame and slither down the slide. Children learn skills for the future as they pretend to prepare a meal in the playhouse, they ring the bell and let themselves in and they pretend to wash the plastic fruit and vegetables. They are proud to make a cup of tea for a visitor and say 'I made it all by myself'. The childminder joins in their play and asks them questions about the colours of their plates. She encourages their communication and language when she asks them if they need to wash a fried egg and whether they will put it in a sandwich and spread butter on the bread. She is teaching cooperation as she reminds them to share the toys and she extends their play by introducing different resources.

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

The childminder provides a safe, secure and welcoming environment where children feel comfortable and at home. Children demonstrate by their behaviour that they feel settled and content. They form close relationships with the childminder and her family. Children are confident and have free access to lots of low-level resources in the colourful and welcoming playroom, dayroom and garden.

Children receive healthy and nutritious food that is freshly prepared. Healthy eating is promoted by the use of posters, cutting and sticking activities and discussion. The childminder knows the children well and understands when they are tired and need to sleep. Children gain a sense of pride in their achievements as they receive stickers for success with their potty training. The childminder provides resources, such as dolls and potties, to support this important area of development. Children learn to be independent as they attempt to feed themselves, put on their own socks and help to tidy away their playthings. Children have lots of opportunity to exercise in the fresh air as they visit the local park and nature reserve. They blow bubbles in the garden and build castles in the sand, which strengthens their small muscles and develops hand-and-eye coordination. Children's artwork is displayed in the dayroom, which helps them to develop their self-esteem and gives them a good sense of belonging.

Children's safety is given high priority and the childminder ensures that safety gates are kept closed to prevent their access to areas of the house that could present a hazard, such as stairs. Fire evacuation procedures are carried out regularly to ensure that the children know what to do if an emergency should arise. The childminder is a good role model for the children as she leads by example. She is kind, patient and caring towards the children. The childminder frequently offers praise for children's smallest achievements, which supports their developing self-esteem. Children's unwanted behaviour is managed efficiently and quietly as they are guided away from negative conduct. The childminder uses puppets to model good behaviour, taking turns and sharing. She understands the importance of preparing children well for their next stages in learning and takes steps to ensure that they are fully equipped for their transition to school and pre-school by introducing them gradually to new environments and by providing appropriate resources. She has forged good relationships with other providers and she has developed links with a good support network, face to face and online and with local authority development staff.

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

The childminder has made great strides in her endeavours to provide a good standard of care and learning for children. She has achieved a good knowledge and understanding of the areas of learning and how young children learn. The childminder regularly undertakes written observations, assessments and planning for the next steps in children's learning and development. She is highly motivated to continuously improve and develop her knowledge and understanding through training and support from the local authority and other providers. The childminder has completed all the mandatory training and is keen to seek out additional training courses to develop her skills further, such as food safety. She attends regular workshops on particular topics relating to early years and she is keen to undertake additional training to further enhance her continuous professional development.

The childminder has carried out a thorough self-evaluation, taking into account the views of parents, children and other professionals. She demonstrates a passionate desire to continually improve her practice and knowledge. However, evaluation of the impact of the childminder's practice does not take into account the promotion of positive awareness of diversity and inclusion. Therefore, evaluation is not sharply focused and does not inform a targeted programme of professional development to enhance this area of practice. The childminder works closely in partnership with parents and key persons at the local pre-school to share information and ensure that children's developmental needs are consistently met. Parents' meetings are held once a term, without children present, and parents are asked to take home the children's progress records for comment and feedback. The childminder uses a communications book, which is sent home daily and she asks parents for information regarding activities the children have engaged in during their time at home. She also provides parents with items used during the childminding sessions to use at home to ensure continuation of children's learning from setting to home. Parents are encouraged by the childminder's determination to develop her skills and declare in feedback that they are impressed by the rapid improvement in their children's development. The childminder keeps meticulous daily records of children's achievements and completes learning journals to show how they are developing over time.

The childminder has a good knowledge of safeguarding and there are effective measures in place to protect children. She has attended specific safeguarding training and has booked onto a more advanced course to further extend her knowledge. The childminder demonstrates a secure understanding of the procedures to follow should she have concerns about a child in her care. All adults in the home have completed the relevant vetting procedure, which ensures that they are suitable to be around young children. All the necessary policies and procedures are in place and they are up to date, relevant and implemented by the childminder. She reviews them regularly and shares them with parents. Effective risk assessments are carried out for all areas of the childminder's home and garden, as well as for outings. These demonstrate that the childminder has a good understanding of potential risks to children's safety and the necessary action to be taken to minimise these. The childminder supports children's transitions by introducing them to their next setting, reading stories and providing activities to support pre-writing, pre-mathematics and pre-reading skills to ensure that they are fully prepared.

## 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>	EY438049
<b>Local authority</b>	Essex
<b>Inspection number</b>	890665
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	1
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/10/2012
<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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