

Inspection date	22/05/2013
Previous inspection date	22/07/2009

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 offers interesting activities, which support children in learning new things and helps them to make as much progress as they can.
- Children feel safe and secure with the childminder, who provides a caring and loving home environment where children have familiar routines.
- Children behave well because the childminder manages their behaviour by using positive methods, such as praise to encourage good behaviour.
- The childminder supports children's individual needs very well by working in partnership with parents to find out about their particular needs and requirements.

It is not yet outstanding because

- Use of home languages is not fully explored in order to support the language development of children who are bi-lingual or for whom English is an additional language.

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 spent the majority of inspection time with the childminder observing her and the children she was caring for.
- The inspector sampled children's information and development records.
- The inspector gathered parents' views through letters that they had left for her with the childminder.
- The inspector spoke with the childminder at appropriate times during the inspection.

Inspector

Clair Stockings

Full Report

Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in a house in Harlow, Essex. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder supports a number of children who are learning English as an additional language. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and pre-arranged family holidays.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- seek further ways to support children who are bi-lingual or for whom English is an additional language by learning and using key words in their home language in the setting and accessing other resources that use their home language.

Inspection judgements

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

Children are cared for by an experienced childminder, who has a secure knowledge of the learning and development requirements. She knows the children very well and talks in detail about their strengths and areas for further development. Children receive very good attention, have fun and are making good progress. Accurate observations show how children are developing consistently in their expected development bands and are acquiring skills for their next steps in learning. Parents are positively encouraged to share information and assessments of their children with the childminder. She makes effective use of this information to plan and provide a range of activities, which interest children and provide them with realistic challenge. The childminder is familiar with the need for a progress check at age two and is developing ways to complete this to share with parents.

The childminder supports children's learning effectively in several ways. She promotes children's language skills well, including those who are learning English as an additional language, through involvement in their play. For example, when playing bingo together, the childminder talks to them about the different picture cards, questioning children

effectively and giving time for them to respond. She shows children how to pronounce some words by responding and repeating what they say in the correct way. The childminder follows their lead as they select books and shares their interest in story characters. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure and purpose. However, there is scope to develop further ways to support children who are bi-lingual or for whom English is an additional language by using their home language in the setting. The childminder supports children's learning as she introduces the concept of money when children visit 'shops' during imaginative play. She encourages them to count their 'money' to 'pay for their shopping'. This extends children's mathematical understanding.

Children practise a variety of physical skills as they balance, climb and run at the local park or in the childminder's garden. They enjoy regular outings around their local community, such as, trips to the library and local shops. This helps to broaden their awareness of the world around them. As a result, children's development is well supported and provides a solid base for future progress and learning experiences as they move on to their next stage in learning.

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

Children are happy and settled in the warm and caring family environment. The childminder develops secure attachments with all the children helping them to feel safe and valued in her care. They demonstrate that they are happy in her care as they easily approach her for support and enjoy her relaxed manner. The childminder is a good role model through being happy, calm and kind towards the children, she can set clear house rules and boundaries. This develops children's understanding of right and wrong. The childminder manages behaviour positively through use of praise and encouragement and is consistent in her approach. As a result, children's behaviour is very good. She listens carefully to children and is responsive to their expressed wishes. She provides children with consistency and continuity of care, following their home routines and so giving children a strong sense of security and self-confidence.

The childminder spends time getting to know the children and their families well. Individual children's needs and preferences are met, as the childminder gathers and records information from parents about their welfare and care routines. She takes time to give each child individual attention, so that they feel they are special and valued. They are motivated to learn because the childminder plans well to meet their needs and offers a wide variety of interesting, accessible resources. Children have a good awareness of how to keep themselves safe. For example, the childminder talks to them about road safety, so that they learn how to walk along the street safely. The childminder assists children to wash their hands at appropriate times and talks to them about why they need to do so. Children practise a range of physical skills and get fresh air when they go into the garden or visit the local park. They learn to develop healthy eating habits as they select nutritious snacks and drinks. The childminder helps children to understand the benefits of these foods because she discusses the subject with them. These measures mean that children enjoy their time with the childminder and have some emerging skills to underpin their eventual move to other early years settings.

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

The childminder demonstrates a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has developed policies and procedures to follow which underpin her service and help ensure the well-being of the children. The childminder shares these with parents so that they understand her responsibilities. She has a clear understanding of safeguarding issues and is aware of the possible indicators which children may display. The childminder understands how to report any concerns about a child's welfare to the appropriate agencies. She carries out daily risk assessments on all areas and resources used by the children to ensure their safety. They are protected in the event of having an accident or being ill because the childminder has current first aid training.

Partnerships with parents are very good because the childminder warmly welcomes them into the home and offers a very flexible service to meet their needs. Written references from parents are extremely complimentary of the childminder. One parent writes, 'She creates a loving and safe environment where I know that my children have thrived socially, emotionally and intellectually - a home from home environment'. They state that they would highly recommend the childminder to others. These strong partnerships with parents support children's individual needs well. The childminder has forged effective partnerships with other settings, which the children attend. This helps to provide consistency in their care and learning.

The childminder is committed to improving her service. Through self-evaluation, she takes into account the views of children and their parents and uses this to reflect on the quality of her provision. The childminder is able to identify areas of strength as well as those that she would like to develop further. The childminder has a good knowledge of the Early Years Foundation Stage requirements and understands the records she is required to maintain, to ensure she meets the individual needs of all children in her care. The childminder is keen to keep herself informed and up-to-date, she identifies further areas for training through her local early years service.

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	203243
Local authority	Essex
Inspection number	817981
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	22/07/2009
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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