

Inspection date

27/06/2013

Previous inspection date

29/06/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Met

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children are extremely motivated and engage readily in new learning. The childminder is highly skilled at using every situation to maximise learning opportunities and as a result children make rapid progress in their development.
- The health and well-being of children is given utmost priority as the childminder takes all the necessary steps to keep children safe and promote an active lifestyle.
- The childminder has extensive knowledge of the Early Years Foundation Stage to provide children with exciting and inspiring activities and experiences, which enhances all aspects of their learning and development.
- Wonderful relationships established with parents, mean that children make exceptional progress in their learning and development.
- Rigorous systems for reflecting on practice, involving parents and children, identify priorities for continued improvement.

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 children's activities and the interaction between the childminder and children.
- The inspector spoke to both the childminder and the children.
- The inspector looked at documentation including safeguarding policies and vetting and training details.
- The inspector looked at planning and assessment arrangements and parent questionnaires.

Inspector

Lisa Paisley

Full Report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged nine and four years in Wickford, Essex. The whole of the childminder's house, with the exception of the main bedroom is used for childminding and there is an enclosed garden available for outside play. The childminder takes children on outings to local parks, woods and children's activity centres. She is able to take children to, and collect them from local schools, nursery and pre-schools.

The childminder currently has 10 children on roll; of these eight are in the early years age group. The childminder operates all year round from 7am to 5.30pm, Monday to Friday except for bank holidays and family holidays agreed in advance. Children are able to attend for a variety of sessions. The childminder 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 children's learning through enabling them to have greater involvement in their learning journals, promoting further positive self-worth.

Inspection judgements

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

The childminder's extensive knowledge of the Early Years Foundation Stage, early childhood development and children's individual learning styles enables her to provide an exciting and inclusive play and learning environment. Consequently, children's well-being is exceptionally well supported and they are making outstanding progress in all areas of their development. The key features of effective learning are an integral part of the childminding practice as children consistently play and enjoy exploring while they learn and create. For example, children play and explore at the sand and water tray for a sustained period; tipping and pouring, learning about wet and dry textures and heavy and light, as a result making links and choosing ways to do things. Planning and assessment arrangements extensively meet the emerging needs and current interests of the children. Each child has their own individual learning journal, although, there could be greater opportunities for children to use the journals for self-reflection in relation to achievements and play experiences.

There is an extremely sharp focus on helping children to acquire communication and language skills, as highly impressive support is offered to promote children's progress in this area of learning. The childminder constantly talks to children during their play and daily routines and makes the most of every opportunity to extend their vocabulary and challenge their thinking. The childminder uses high functioning words, such as 'precise' and 'investigate' and children respond in context to her comments. She also is highly skilled at 'tuning in' to children's vocalisations and the personal words they use and as a result children are very confident to try new words and build sentences. There is an effective focus on the importance of stories and making marks as children enjoy listening to popular stories, about caterpillars and life-cycles and all children are encouraged to write their own name on artwork. As a result children's communication and language is developing very well given their starting points, across all age groups.

Children's emotional well-being is extensively supported. Children are highly skilled and confident within the home, and the childminder recognises the importance of supporting their emerging development; for example, young children independently put on and take off their shoes when playing outside and inside the playroom. As result, all children are confident and become increasingly independent when going to either pre-schools or schools. Children socialise as they mix with others in the childminder's home, and the older children are positive role models, helping younger children to regulate their behaviour, learn to share and problem solve. They find out about the local community during walks to and from school and passing community venues and shops. The childminder offers an inclusive setting where children begin to value diversity through resources and finding out about how festivals are celebrated. In addition, the childminder's positive attitude is clear, as she acknowledges and values all children and their families.

The childminder plans appropriate activities and experiences based on her knowledge of what children can do and their individual interests, which ensures all children are included and consistently make rapid progress in their learning. Parents are fully involved and included in their children's learning. They are able to access their children's learning journals at any time. The childminder provides parents with opportunities to share significant experiences, interests and observations of their children's learning and achievements at home. Parents are kept fully informed of their children's progress, through regular daily conversations and written observations and diaries of their children's learning. A wealth of information is distributed continually, keeping parents informed about the Statutory framework for the Early Years Foundation Stage and suggesting how they can support their children's learning at home. The highly successful strategies to support working with other providers have a significant impact on meeting the needs of all children exceptionally well.

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

The childminder and children have formed a wonderful relationship that is demonstrated as children move independently around the stimulating environment. They can also play, without interruption, while the childminder unobtrusively observes and intervenes when appropriate and with purpose. The childminder takes the time to get to know children and

their families well and children are self-assured and secure in the knowledge they are valued and respected. Consequently, their self-esteem is promoted, which builds their confidence in exploring and trying new challenges.

Children move purposefully around the environment and engage in a balance of child-initiated and adult-led activities. Children initiate their own learning as they choose to play with sand, water, building bricks and imaginative toys, but also enjoy adult-led activities, for example, finding natural materials to create their own butterfly. The childminder has an excellent understanding of how children learn through play, and recognises that each child is unique and the value of providing an environment that appeals to children's interests. The designated playroom is bright and attractive with well-maintained, easily accessible, high quality age-appropriate toys and resources. An example of this is how children choose their favourite books from attractive wicker baskets which are located on the floor and help themselves to chosen trains, bricks or cars.

There is a strong focus on promoting healthy lifestyles and physical well-being as children participate in a range of outdoor activities, such as walks to local woods, country parks, regular visits to the swimming pool and the gymnastics centre. Children confidently use the outdoor play equipment as they climb up and down the wooden climbing frame with ease, skill and safety and they enjoy going down the slide and using the swings. Consequently, all children are making exceptional progress in their physical development. They have very good opportunities to learn about the natural world through planned activities and daily routines, for example, walks to and from school are used effectively to encourage conversations about what they see, for example, flies and frogs.

All children know how to keep themselves safe. Younger children demonstrate an understanding of their own personal safety, as they know that they must go downstairs on their bottom or hold on to the childminder's hand and they sit sensibly when having their snack. Children further develop their awareness of caring for themselves and others as the childminder explains to children the rules on outings and they practise regular fire drills. In addition, children develop an extremely good understanding of their own self-care and the importance of good health as the childminder talks to them about what they are eating as they enjoy social occasions when they sit together to eat. Young children develop their ability to manage their own care needs as they know to wash their own hands and faces and cooperate with care routines, such as going to the toilet. The childminder provides children with a wide range of high quality, home-made nutritious meals and snacks. These are meticulously planned to ensure they are well-balanced and reflect the special dietary requirements, allergies and preferences of individual children. Children understand the importance of good manners and being polite as they ask permission, saying 'please' and 'thank you' and are considerate with the childminder and their peers. Consequently, children understand social conventions and are respected within the family home environment.

Partnerships with parents is a key feature of the success of the setting as the childminder and new families work closely together to ensure new children are settled within the environment. Parents are fully informed about the children's care and their learning and play experiences. The childminder recognises the uniqueness of individual family lifestyles and will respond to their needs accordingly, for example, some parents enjoy written

diaries while others prefer text messages. Parents receive regular newsletters updating them on planned events and outings.

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

The childminder promotes children's safety and well-being through her exceptional organisation and comprehensive policies and procedures. Thorough risk assessments are carried out and clearly identify aspects of the environment that need to be checked on a regular basis. There are meticulous risk assessments in place for outings to fully ensure the safety of the children. The childminder has an excellent understanding of procedures that help keep children safe and she clearly knows the procedures to follow in the event of a concern; as a result, children are kept safe at all times. The childminder skilfully manages her documentation to ensure she focuses her time and attention on the children. All children's documentation and records are kept up-to-date and professionally maintained, with all the required parental consents and information in place. As a result, children's safety is exceptionally well managed.

The childminder ensures all children receive high levels of individual care and attention. Equality and diversity practices are extremely good. Each child is recognised as a unique individual as the childminder has a thorough knowledge of each child's background and family circumstances. Consequently, all children are fully included and supported. The home environment is effectively organised to meet all children's needs. Children are confident and have excellent access to the attractive, age-appropriate toys and resources. Their individual learning and care needs are promoted exceptionally well through effective monitoring and assessment. This ensures the needs of each child are met and any gaps in learning are quickly identified, so that appropriate interventions can be sought if necessary.

The childminder establishes very good effective relationships with parents and other providers. She works with the local health visitor when needed and has established links with the local children's centre and childminding groups. She has very close links with local schools promoting effective and smooth transitions to school, supporting the next phase in the children's learning and cultural life. Parents are requested to give feedback through written questionnaires and their positive responses demonstrate how happy they are with the care and learning their children receive. For example, parents value the extensive range of activities that children participate in and there are clear and transparent expectations of the childminder's role, and they comment about her professionalism. Parents are provided with a comprehensive range of information about the service. For example, regularly updated policies and procedures and information about how she implements the Statutory framework for the Early Years Foundation Stage are shared.

Self-evaluation is reflective and effective, building successfully on existing provision and developing the childminder's service further. She is rigorous in evaluating her practice, including the resources and activities she provides in order to maintain and promote children's care and education to a high standard. She has developed detailed action plans to target areas for improvement and consistently strives to provide the best possible care

for all children. Suggestions and input from parents, children and advice from the early years team from the local authority is welcomed and immediately acted on.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY306188
Local authority	Essex
Inspection number	817532
Type of provision	Childminder
Registration category	Childminder
Age range of children	2 - 6
Total number of places	4
Number of children on roll	8
Name of provider	
Date of previous inspection	29/06/2009
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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