

<b>Inspection date</b>	25/07/2013
Previous inspection date	10/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	Not 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**

- Children make progress in their learning and development as they explore their own interests and ideas through well thought out activities, and frequent outings to local activity centres and places of interest.
- Children develop warm and friendly relationships with the childminder and her family, so they feel settled, secure and 'at home' in her care.
- The childminder is well organised, and manages a busy schedule with excellent forward planning, so all children's needs are met.
- Because she has a flexible approach, the childminder is able to help parents with adaptable care arrangements which accommodate their fluid work patterns, such as shift work and the need for occasional overnight care.

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

- Few activities are available that encourage children to explore role play, dance or drama to develop their creativity and expression.
- There is scope to use self-evaluation more effectively to inform priorities for improvement and enhance ways of identifying strengths to target those areas that will have the most impact on children's future learning and development.

## 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 and interacted with children in the main playroom.
- The inspector held discussions with the childminder.
- The inspector looked at a sample of documentation including children's development profiles, evidence of suitability, certificates and some policies.
- The inspector took account of parents' written views gathered in advance of the inspection.

## Inspector

Sarah Williams

## Full Report

### Information about the setting

The childminder was registered in 2002. She lives with her partner and one child aged 11 years in Brentwood, Essex, where the whole property is used for childminding. There is an enclosed garden for outside play. The childminder walks or drives to a local school to take and collect children. The family has a dog and a cat.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is currently minding 16 children on a part-time basis, all of whom attend full-time education, including four children who are in the early years age range.

The childminder is a member of the Professional Association for Children and Early Years and receives support from the local authority.

### What the setting needs to do to improve further

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

- introduce more opportunities for children to express themselves imaginatively, such as through dance or drama activities
  
- make greater use of self-evaluation so it is used more rigorously to identify own strengths, prioritise improvements and overcome identified weaknesses.

## Inspection judgements

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

All children cared for are attending full-time school. The childminder provides care before and after school, and occasionally during school holidays for some of the children on roll. Some younger children attending are still within the early years age group and, when caring for children in this age group, the childminder has regard to the learning and development requirements of the Statutory framework for the Early Years Foundation Stage.

Children make good progress in the prime areas of learning and development. For example, they learn to mix socially with older children, and how to take turns and share. The children all play happily together and enjoy relaxation and leisure as well as more active play. They use the garden or visit the park on the way home from school. Children

can let off steam by bouncing on the trampoline or playing swing ball in the garden. They enjoy a stomp through the nearby woods and fields with the dog, who amuses them by chasing sticks and bringing them back.

Indoors, the children can self-select from a vast range of well-presented resources stored accessibly. For example, an urge to build models is satisfied by a large construction kit with scope for children to design and create fantasy buildings and add characters and features, such as steps and bridges. One child decides to draw his model and asks for paper and pencils, which the childminder supplies. Children, therefore, are active learners, engaged in meaningful activities which challenge them and promote their development.

A range of books, including fiction and non-fiction texts, encourage children to explore literacy and find things out, for example, to help with school topic work. Small world play with animals, figures and vehicles encourage imaginative play, and materials for crafts, such as painting, play dough and collage, can be available if children request them. However, there are fewer opportunities for children to engage in role play and expressive play, such as through dance and drama.

Mathematical development is promoted through day-to-day activities. For example, children count and calculate how many places to set at the table. They weigh and measure ingredients for cooking and when preparing tea.

Longer days, such as during school holidays, allow time for visits to local places of interest, such as the zoo, animal centres, the woods and local swimming pool. The childminder makes plans according to children's suggestions and ideas, and varies the activities to keep them interested and meaningfully engaged. A trip to the cinema is a holiday treat, and contrasts with a summer 'book trail' at the local library.

The childminder is able to talk to children when they approach the next stage, such as moving from reception class into year one, so easing the transition for them. By continually liaising with the teachers she is able to help children with any areas in which they may be struggling, such as reading or spelling. The childminder promotes children's developing independence by assessing their capabilities and challenging them to try new things, for example, taking responsibility for their belongings and in self-care. Development profiles for early years children give parents an overview of what children have been doing. They contain photographs and sensitive observations, from which the childminder can suggest next steps in learning that parents can carry on with at home.

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

Children demonstrate that they feel fully settled and at home in the care of the childminder. She is naturally warm and caring and able to maintain a 'home from home' environment for children she cares for. Children snuggle on the sofa for a rest or nap after a very early start to their day, comfortable and relaxed. They know that their needs will be met and have no hesitation asking for a drink, snack or piece of equipment.

The childminder gathers detailed information about children before they start attending,

including all specific medical and health needs, and keeps this updated. Any child requiring first aid for a minor accident, or prescribed medication, is efficiently dealt with by the childminder; accidents and medication are recorded and signed off by parents.

Children enjoy good quality food and drink to keep them nourished and hydrated. Breakfasts, lunches and dinners are freshly prepared and served either at the breakfast bar or the dining table. Children can ask for what they want, within reason, and can have as much as they wish, therefore, they start to take control of their own needs. A downstairs bathroom allows all children to use the facilities independently. If a bath or shower is needed this can be provided, for example, for children staying overnight.

The partnership with parents is very effective. The childminder maintains a two-way flow of information so that she is aware of every child's circumstances and any changes to the care arrangements. Parents are extremely positive in their written feedback, expressing their appreciation for the childminder's flexibility, approachability and attention to detail which reassures them that their children are in safe hands.

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

Children are safeguarded and protected from abuse or neglect as the childminder is fully aware of her responsibilities, and keeps her training updated, in the field of child protection. She is aware of the signs and symptoms of abuse; any concerns are monitored and, if necessary, referred to the appropriate authority.

The childminder promotes children's development by complementing what they are learning at school and providing space and resources for them to complete homework or revise their learning. Any additional needs are discussed with parents and teachers and children are well supported. For example, a parent requested help with a child who needs extra support to build confidence and resilience in social situations, so the childminder addresses these needs when interacting with the child.

The childminder keeps abreast of trends and developments by reading specialist publications and researching topics on the internet. She attends training courses and online courses and is considering a further qualification in the future. She welcomes and acts on advice from the local authority development team, and has ideas for future development which will enhance children's experiences. For example, with parental agreement she is organising intensive swimming tuition for a small group of children, and is always seeking new outdoor pursuits to keep children fit and healthy. Parents and children complete written feedback forms which inform the childminder's practice and help steer improvements. However, she has not yet attempted to more formally document and evaluate her future plans to help her effectively monitor their impact on children's future learning.

The childminder organises her time, home and resources efficiently to enable her to offer safe and suitable care for the children. Adults in the house have been checked and vetted to ensure their suitability to be around children. The house is secure so children cannot

leave unseen and they do not open the door unsupervised. Very thorough risk assessments of the house, garden and all outings undertaken ensure that children's safety is given high priority. The childminder reminds children when travelling or walking outside to be aware of road safety and how to keep themselves safe on outings, while still allowing them the freedom to enjoy themselves, appropriate to their ages.

### **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

<b>Unique reference number</b>	EY218086
<b>Local authority</b>	Essex
<b>Inspection number</b>	765220
<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>	6
<b>Number of children on roll</b>	16
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/11/2011
<b>Telephone number</b>	

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

