

<b>Inspection date</b>	15/07/2013
Previous inspection date	08/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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		1
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 good progress in their learning because the childminder is confident in her knowledge and understanding of the Early Years Foundation Stage. She competently makes assessments of their development and offers a varied range of activities and experiences to support their learning.
- Children are settled, motivated and keen to explore and learn. They demonstrate high levels of independence and curiosity. They are articulate, have good social skills and use language and their imagination well to organise their ideas and develop their play.
- The childminder takes time to get to know the children, helping them to feel settled and secure. They are keen to explore and play and are developing positive attitudes to learning. They are, therefore, well-prepared for school and future learning.
- The childminder effectively reflects on her practice and identifies areas for future improvements. She is motivated to continue her professional development and build on the quality of the service provided.

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

- Opportunities for parents to share in the initial assessment of children's starting points are not fully embraced.
- Some aspects of partnership working are not fully robust as the childminder has yet to build effective communication links with all the different settings that minded children attend.

## 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 garden and dining room.
- The inspector spoke with the childminder and children.
- The inspector took account of parents' views by reading questionnaires and feedback.
- The inspector looked at policies and procedures, risk assessments, children's development records, daily diaries, accident and incident records and all relevant documentation.

## Inspector

Jenny Forbes

## Full Report

### Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and ten-year-old child in a house in Roydon, Essex. All areas of the childminder's house are used for childminding. There is an enclosed garden available for outdoor play. The family has three cats as pets.

The childminder attends activities at the local children's centre. She visits the library and park on a regular basis. The childminder walks to local schools to take and collect children.

There are currently 16 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am 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 and is supported by 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:

- encourage parents to share in the assessment of children's starting points to ensure children's progress is effectively monitored from the beginning of their time at the setting
- strengthen partnership working by ensuring there are robust communication links with all the settings minded children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

## Inspection judgements

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

The childminder demonstrates a good knowledge of the seven areas of learning and development and how children learn through the provision of stimulating and imaginative activities and experiences. She provides an extensive range of interesting and challenging play experiences that gives a broad balance across all areas. Effective systems of observation and assessment ensure that children's development is monitored and they progress well. The childminder has high expectations of children, which are based on

assessments of their starting points from initial observation. However, parents are not currently involved in this process, which means that children's starting points are not always accurately identified. The childminder works closely with parents to share ongoing plans for children's next steps in their learning and development by incorporating their particular interests. This ensures they enjoy their learning and are making good progress.

Good communication procedures give parents opportunities to understand and learn about the requirements of the Statutory framework for the Early Years Foundation Stage. Use of a daily diary, learning journals, questionnaires, emails, texts and daily interaction ensure that relevant information about children is continually exchanged. Children enthusiastically make choices for their play and learning indoors, as they confidently select resources from the low-level storage units available to them. The childminder takes care to ensure that the toys and resources accessed by children are safe and suitable for their age and stage of development. The childminder frequently asks them what they would like to do next and encourages them to think about choosing resources that may extend their learning. This helps children develop confidence in initiating their own play and taking decisions in their learning.

Children have great fun in the garden as they race each other down the double slide to see who reaches the ground first. Their physical development is promoted by a wide range of outdoor resources, such as, bucket stilts, swing balls, footballs and golf. A secluded part of the garden is transformed into a mini beast zone, with photographic images of insects, where children explore and investigate. Children make cosy dens in the darkened recesses of the imaginatively decorated garden and the mini beast theme is reflected in other resources, such as realistic imitation bugs in trays of water and sand. Children are well prepared for future learning as they count the pieces of pizza they pretend to make for a picnic. They learn to recognise letters and numbers. There is a variety of books available in a cosy corner freely chosen by children to promote their understanding of the written word. The childminder provides an environment rich in open-ended questions that promote children's thinking skills. Their memory and imagination are stimulated as they are reminded of past events. Mathematics development is encouraged through counting, sorting, matching and everyday activities.

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

Children feel extremely safe and secure in the childminder's care. Children behave extremely well as the childminder is consistent in her expectations. Their self-esteem is high as they are constantly praised for their achievements and receive stickers for positive behaviour. The childminder is an excellent role model as she shows respect to each child enabling them to learn respect for each other. She demonstrates an excellent understanding of children in her care as she works closely with the families to build warm and caring relationships. Children are confident and friendly. They talk excitedly about starting school. The childminder makes sure they are emotionally exceptionally well-prepared for their settling-in visits in readiness for their first experience of full-time school in the autumn. Children are keen to talk about themselves to visitors. They are proud to

show their television character cap and how the adjustable strap can make it smaller or larger. This demonstrates that children feel relaxed and safe in the childminder's care and are learning self-awareness.

Children enjoy a healthy and nutritious diet with the childminder, who ensures they have hot, imaginatively cooked meals. She cleverly hides vegetables, children think they dislike, in the delicious looking dish and children eat with pleasure. They learn about eating healthily as they select play resources resembling fruit and vegetables. The childminder extends children's enjoyment in their play and learning as she puts down a blanket and further resources to represent a pretend picnic. Children are encouraged to manage their own personal needs, such as, using the toilet, washing their hands and changing their own clothes. They are taken out frequently to walk to the local park and visit local places of interest. These activities give children a wider view of the world and excellent access to fresh air and exercise. Children wear fluorescent bracelets bearing the childminder's number when out and about in the unlikely event they may become separated.

Children learn to keep themselves safe on the walk to and from school. They look for the crossing patrol and wait patiently at the kerb as the childminder teaches them how to look for traffic and when it is safe to cross the road. The childminder always ensures that children hold hands and walk on the side of the pavement away from the traffic. They stand under the shade of a tree in the school playground to protect children from the heat of the sun. Children are exceptionally well-prepared for their transition to school as they learn how to understand their emotions, using hand-made laminated cards to support the childminder's excellent teaching methods. They are encouraged to put on their new uniform as the childminder knows they will need this skill in the coming term. The childminder helps children to feel safe and reassured as she reminds them that she will be waiting for them when their school day is over.

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

The childminder has a clear understanding of safeguarding and child protection. She has up to date and effective policies and procedures, including a policy restricting the use of mobile telephones on her premises. Her policies are shared with parents, who sign to confirm their understanding. She has completed safeguarding training and is keen to continually update her knowledge by attending further training, reading literature and working closely with the local authority development team. Risk assessments are carried out frequently to ensure that any hazards are minimized or eliminated. This ensures that the childminder's home, both indoors and outdoors, remains safe and secure and that children are kept safe at all times.

The childminder implements secure systems of observation and assessment of children's learning and development. The children's learning journals contain written observations, photographic evidence, assessments and planning for next steps. This helps the childminder to accurately identify where children are making progress and where additional support may be required, in order to close any gaps in their learning and

development, if any arise. Children's learning journals are sent home to parents offering them information on how to extend their children's learning at home. Partnerships with parents are good and they are encouraged to be involved in their children's learning. However, the childminder does not currently work effectively in partnership with all other settings that children attend and as a result, continuity of learning between settings is not always achieved.

The childminder reflects on her practice as she observes children and she uses her skills of assessment to identify where changes need to be made to resources, in order to provide suitably challenging activities for them. A newsletter is sent out to parents once a term and parent questionnaires, asking for comments about their experiences of the setting, are sent out regularly. She uses feedback from parents and children to identify priorities for improvement. For example, children need more room to ride wheeled toys and somewhere separate to engage in more structured activities outdoors, so the childminder is considering a newly paved area at the side of the grassed terrace with tables and chairs, to allow children more freedom of movement. The childminder also wants to provide reflective vests for children when walking to and from the school.

The childminder is very well-organised and all essential records, such as, attendance records, accident and incident records and emergency contact details, are kept up to date and are stored in a confidential manner. The childminder thoroughly understands the procedures to follow should an incident take place and she is fully aware that Ofsted must be informed of any significant events.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY375158
<b>Local authority</b>	Essex
<b>Inspection number</b>	916698
<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>	08/12/2008
<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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