

## Inspection date

Previous inspection date

06/09/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 are happy, settled and have a good relationship with the childminder.
- The childminder uses her secure knowledge of the Early Years Foundation Stage to plan interesting and exciting activities, which supports children's interests.
- Partnerships with parents are positive, which ensures continuity of children's care routines. Consequently, children are ready to learn through play.
- The childminder supports children's communication and language skills well, through good questioning techniques. Therefore, children are supported to think their ideas through and make connections between different parts of their life experiences.
- The childminder has a good understanding of the safeguarding and welfare requirements. Consequently, children are safe and well cared for.

### It is not yet outstanding because

- The childminder has yet to fully develop the range of small world resources available to children. Consequently, they are unable to fully explore imaginative play scenarios.

## 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 the childminder and the children interacting and playing together.
- The inspector spoke to the children and the childminder.
- The inspector sampled a range of policies and procedures, and children's learning journals and planning documentation.
- The inspector took account of the views of the parents through written letters and completed questionnaires.
- The inspector checked the suitability and qualifications of the childminder and those over the age of 16, living in the household.

## Inspector

Sue Mann

## Full Report

### Information about the setting

The childminder registered in 2013. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two young children in Wivenhoe, Essex and uses the ground floor of the premises and enclosed rear garden for her childminding. The family has two cats as pets.

The childminder operates all year round from Monday to Friday, 7.30am until 6.30pm except for holidays agreed in advance. There are currently three children attending who are in the early years age range. In addition, the childminder cares for children before and after school. The childminder is able to support children who have special educational needs and/or disabilities and children who learn English as an additional language.

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

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

- develop further the range of small world resources for children to investigate and develop their imaginative play.

## Inspection judgements

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

The childminder shows a secure understanding of the Early Years Foundation Stage, which means that children enjoy their learning through structured and free play. The childminder regularly observes the children playing to see what they can do and identify any emerging interests. She uses this information well to assess their stages of learning and development, and to plan activities to support their next steps. For example, the childminder observed the children's interest in the role-play kitchen and then used this observed interest to plan cooking activities in her kitchen. Consequently, children make consistent progress in their learning and development in relation to their starting points. The childminder spends time with the parents and their children when they first start, which helps her to find out about children's routines and their current levels of learning and development. The use of 'all about me' forms, further supports the childminder's knowledge of the child. Therefore, children settle in easily and are ready to learn through play.

The childminder has systems in place to share a range of information with the parents. She uses verbal feedback at the end of each day, which helps parents to know what their

children have done during the day. The learning journals are shared with parents, which means that they are able to see the progress their children are making. In addition, this enables the parents to share any learning or development achievements that they have seen at home. This two-way flow of information supports children to make progress towards the next steps in their learning or the move to school.

The childminder supports children's communication and language development well, as she constantly talks to the children about what they are doing. She uses good questioning techniques to enable the children to think their ideas through and make connections between different parts of their life experiences. If the children are unable to answer, the childminder gently suggests possible answers, and then allows the children to think through the new suggestions. For example, when the children are playing with the dough the childminder asks them what they could make next. The children are unsure, so the childminder suggests ice creams. The children follow this suggestion and make play dough ice creams. They use their imaginations to create 'spaghetti' and 'birthday cakes'. The children ask the childminder to leave the room, so that they can add the candles and they take it to the childminder saying 'happy birthday, make a wish'.

Generally, children have a good range of resources to choose from, which are easily accessible from the baskets and boxes around the main room. Children are able to develop their imaginative skills through the selection of role-play resources, such as dressing up and toy workbenches. They put on 'work jackets' and pretend to fix the trampoline. The childminder provides toy garages, cars, dolls and dollhouses for the children to play with, which helps them to develop their fine motor skills. However, the childminder has not fully developed her range of small world resources, for example, animals, to enable children to use their imaginative skills and pretend to be farmers. The childminder makes use of trips out to support children's mathematical development, as they spot numbers on front doors and car number plates. This helps children to learn to count and to recognise numbers in print in a fun way.

The childminder does not currently have any children who attend with special educational needs and/or disabilities. However, she demonstrates through discussion how she would work with the parents to ensure that children's care, learning and development needs are met. The childminder would use the internet, discussions with parents and support from her local childcare development worker. This would help to ensure that her home was suitable and that she was able to put in place suitable plans to help children achieve in their learning. The childminder discusses how she would support children who speak English as an additional language. She would ask the parents for key words in their home language, which would help the children to feel valued. In addition, she would find dual language books and posters to help support their language development.

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

Children are happy and settled in the childminder's care, as their well-being is nurtured through effective provision for their personal, social and emotional development. Children, who are new to the setting, settle in smoothly, as they quickly form strong bonds with the

childminder. This is because the settling-in process enables parents to stay with their children as they explore their new surroundings. Consequently, children approach the childminder freely when they need cuddles or reassurance. All the children receive warm, consistent care from the childminder, which means that children are relaxed and enjoy playing.

The childminder uses positive behaviour strategies to support children to learn how to manage their own behaviour. This helps them to feel safe in her home. She praises the children for their achievements. For example, helping to tidy up, wash their hands or share the toys, which supports children's self-confidence. The childminder uses gentle reminders or distraction techniques to support children as they learn the how to behave in the setting. Children are polite as they learn good manners from their childminder, who models the use of 'please' and 'thank you' at every interaction with the children.

The childminder supports children's good health and well-being through healthy, balanced and nutritious meals and snacks and plenty of fresh air and exercise. Children enjoy preparing their own fruit, cutting up their banana for their snack. The childminder offers children sandwiches, salad vegetables and yogurts for their lunches, and prepares healthy evening meals for those that stay late. Children enjoy roast dinners, chicken wraps and fish. The childminder ensures that she is aware of any dietary needs, allergies or cultural preferences that children may have through the child record forms and discussions with parents. This helps her to plan meals, which cater for all the children's needs in her care, and are healthy and nutritious. The childminder provides children with fresh drinking water to ensure that children are able to get a drink if they are thirsty. The older children enjoy pouring their own drinks from the jug, which helps them to manage their own needs independently and recognise when they need to drink.

Children freely access the childminder's garden, which means that they can enjoy learning to develop their physical skills as they jump around on the trampoline. Small sit and ride cars and a rocking horse, provide further physical challenges. The childminder spends time in local parks and at the beach. This provides children with different physical challenges, as they use slides, swings and make sandcastles at the beach.

The childminder has links with the pre-school and the local school. She has the relevant permission forms in place, which means that she can share information about individual children with teachers or key persons. Consequently, this supports continuity of children's care routines, and their learning and development needs between the settings.

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

The childminder has worked hard over the last few months, since she began childminding, to ensure that she meets the safeguarding and welfare requirements of the Statutory framework to the Early Years foundation Stage. She shows a clear understanding of her responsibilities should she have a concern about a child in her care and has relevant documentation in place to support her. The childminder carries out risk assessment and

daily visual checks on her home to ensure that it is safe for the children who attend. This helps to identify and minimise any risks to children. All required documentation and a range of policies are in place to ensure the smooth running of the setting and to maintain confidentiality.

The childminder shows a good understanding of her responsibilities in implementing the learning and development requirements. Children receive good support and enjoy their learning through a range of experiences and activities that support their emerging interests or next steps. Consequently, children are ready for the next steps in their learning and development.

The childminder understands the importance of reflecting on her practice to identify her strengths and weaknesses. She seeks the views of the parents through questionnaires and verbal feedback, which she uses to plan for the continuous development of her practices. The childminder would like to further her childcare training to help promote positive outcomes for children and is constantly evaluating her practice as new children start in her care. This helps her to meet the individual needs of all the children in her care.

Partnerships are positive and work well to support children's learning and development. Parent letters of recommendation and thanks show that the parents value her services and the care she provides for the children. The childminder has links with the local childcare development worker, which means that she is able to seek advice or guidance when required.

### **The Childcare Register**

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

## 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>	EY459716
<b>Local authority</b>	Essex
<b>Inspection number</b>	908735
<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>	5
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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