

## Inspection date

Previous inspection date

29/08/2013

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 make good progress in all areas of learning as they have an excellent range of resources to choose from, both indoors and outside, which are easily accessible and well chosen, to inspire and interest them.
- Posters and wall displays, including photographs, add to the highly stimulating environment. Children freely choose to look at these to reinforce their knowledge of colours, shapes and number and remind them of outings and past activities.
- The childminder carefully ensures she has expert knowledge of every child's needs, getting to know them well as individuals and enabling them to form very effective bonds and attachments. This allows children to explore and learn in confidence as they feel happy and secure.
- The exceptionally well-developed systems for recording children's achievements and devising their next steps are shared with parents to ensure that they are fully informed and involved, at every stage as their comments and ideas are included.

### It is not yet outstanding because

- Occasionally, during adult-led sessions, the childminder uses too many closed questions, which can limit children's critical thinking.

## 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 playrooms and garden.
- The inspector held discussions and carried out a joint observation with the childminder.
- The inspector looked at a sample of documentation, including children's development profiles, policies and a newsletter.
- The inspector took account of parents' views, gathered during the inspection and in advance of the inspection.

## Inspector

Sarah Williams

## Full Report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged nine years and three years in a house in Layer-De-La-Haye, Essex. The ground floor only is used for childminding. Children have access to an enclosed outdoor area for outside play. The family keeps chickens and has a cat. There are currently seven children on roll, four of whom are within the early years age range.

The childminder attends a childminder support group and the local children's centre, and visits the park and other local places of interest. The childminder collects children from local schools and pre-schools.

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

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

- ask more open-ended questions to encourage children's critical thinking.

## Inspection judgements

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

Children make good progress across all areas of development. This prepares them well for the next stage in their learning as they are developing the skills and attitudes that will help them become eager and active learners. The childminder takes time to find out about each child's stage of development and their individual learning styles, interests and preferences. This enables her to plan and offer activities and experiences, which engage the children, stimulate their senses and intrigue and inspire them. For example, they explore the habitats and properties of mini beasts and other wildlife on a visit to a local environmental centre. A photographic record of this outing is beautifully presented and gives children the chance to revisit the experience or share it with their parents.

During a session of 'jelly play', children delve into various coloured jellies to find the numbers and letters hidden inside. They enjoy feeling and tasting the jelly and talking about the different colours they can see. The childminder encourages them by joining in and reinforcing their efforts with appropriate language. Occasionally, during such adult-led activities, the childminder's questions are too direct and do not give children the option to develop their critical thinking and problem solving as they try to think of the 'right' answer, rather than expressing their thoughts and ideas. Some sign language is used with children who are less able to express themselves verbally, helping them feel included and to have their needs understood.

In the house, children have space for their belongings and can access the vast array of resources stored at low level. Beautifully generated displays, featuring children's artwork, depict recent topics covered and give children a sense that their work is valued. Books and posters give children an insight into the world of literature and help them understand the different uses of print. A small child shows a teddy a poster, naming the shapes and colours, engrossed and concentrating deeply. Another child attempts some spontaneous ironing, seeking out the play iron from a box of domestic props. A doctor's kit prompts a game of hospitals, where children and the childminder take turns at being the patient. These imaginative experiences help children make sense of the world they live in and encourage them to express their ideas and feelings in constructive and creative ways.

Counting and number recognition, feature in daily routines as well as in structured activities and games. For example, children count the eggs collected, as well as the hens. Puzzles and construction kits, as well as model-making with found or recycled materials, help children develop their awareness of shape and space as they select components for a project.

Children's progress is meticulously observed and recorded by the childminder, based on a commercial online system she has installed. She compiles a development profile for each child, which charts their achievements and helps her determine next steps in learning. The records are available to parents in a printed form and they are encouraged to become involved by contributing comments and ideas. For children aged two years, a progress check based on expected levels of achievement pinpoints any areas needing development, so that if necessary, additional support can be sought. When children are ready to move on to the next stage in their learning, the childminder understands the need to help them understand some of the changes they will meet. Equally, for children attending other early years settings, such as nursery or pre-school, the childminder establishes links, so that essential information can be exchanged, so that children have continuity of care.

The childminder has not yet cared for any children for whom English is an additional language but she has thought about how she could support children and their families and promote their home language through play, while developing their use and understanding of English. For children with special educational needs and/or disabilities, the childminder understands that she needs to work in close partnership with parents and stay well informed about their specific needs and seek outside professional help, if necessary.

The childminder demonstrates clearly that she is able to meet children's developmental needs as she has a very good understanding of how they learn and she constantly seeks out new ideas and activities to promote high-quality learning in all areas.

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

Children are safe, secure and feel 'at home' in the care of the childminder. They develop firm emotional attachments, which gives them the confidence to play and explore their environment freely. Young children turn to the childminder for reassurance and cuddles, which are readily given. They have plenty of opportunities to choose freely from the toys

and equipment provided. The low-level furniture and child-friendly storage promotes independence and self-care as children play and eat at a low table. Consequently, children's behaviour is good because children understand and respond to the simple boundaries and expectations for their conduct. The childminder has made each child a decorated drawstring bag with their picture and name on, to stow their personal belongings and precious things, so they know where to go for, for example, a change of shoes or a hairbrush and this also gives them a strong sense of belonging.

The outdoors features prominently at this setting. Children are fortunate to be able to see animals in the fields nearby, as well as gather eggs from the hens kept in the garden. The trees and plants provide a backdrop against which children can map seasonal changes and begin to understand lifecycles. The garden also gives children space to run and move freely, gaining control over their movements and strengthening muscles and limbs and learning to enjoy physical exercise. There is a slide, safely built into a natural bank and different levels provide an interesting area in which to play and explore, learning to take risks. Children enjoy role play in a playhouse in a shady area and they have a selection of outdoor play equipment and toys to give them plenty of choice.

Children can use the bathroom independently or with support and the childminder works with parents through the potty training stage, so that children have a consistent approach with that followed at home. They learn the basics of good hygiene and healthy living as they routinely wash or wipe their hands and use sun cream to protect their skin in hot weather. They have a balanced diet of healthy food and drink, with snacks and meals provided according to individual needs and dietary requirements. The childminder keeps abreast of children's developing needs by having an ongoing dialogue with parents. They are able to communicate via a daily communication book or with a verbal exchange at handover time. The two-way flow of information is seen as key to a strong and effective partnership with parents.

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

Children are protected from harm or abuse as the childminder is very aware of her responsibilities in regard to safeguarding. She has attended training and has a good understanding of how to respond to any concerns she may have about a child's welfare. The home and garden and any outings undertaken are carefully considered in terms of safety and security, keeping children protected from accidental injury or harm. They regularly practise a fire drill, which helps prepare them for an emergency evacuation.

Her professional, well organised approach keeps parents fully informed as they have a clear idea of how the setting operates. Noticeboards and an informative newsletter provide essential information as well as other useful links for parents in regard to general childcare matters. Parents say they enjoy the support of the childminder and appreciate her advice and help with parenting matters, such as sleeping and potty training. The childminder monitors the educational programmes, planning and assessment. She uses the computer system to help with this but also other developmental guidance to ensure she makes judgements about next steps based on actual observations of what she sees

children doing. The progress check at age two is extremely thorough and detailed reports are given to parents

The childminder is ambitious and has a clear plan for the future development of her practice. To this end, she reads widely and discusses ideas with other childminders, with whom she meets regularly. She strives for improvement and sets high standards for the welfare and education of the children she cares for. By taking account of the views of parents and children and seeking advice and guidance from a range of sources, including the local authority development team, the childminder ensures that she continues to meet the evolving needs of the individual children she cares for. Due to demand and evaluating her provision, she has employed assistants to start work in the near future to enable the service to expand and continue to aspire to provide high-quality outcomes for children.

### **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>	EY458529
<b>Local authority</b>	Essex
<b>Inspection number</b>	909190
<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>	7
<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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