

Inspection date

Previous inspection date

20/09/2013

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

- The childminder is extremely knowledgeable about how young children learn through play. She provides a broad range of resources which are easily accessible and, as a result, children are making good progress in their learning and development.
- Children's social and emotional needs are well met by the childminder. She shares warm relationships with them and is sensitive towards their individual needs. Consequently, children are happy, settled and extremely confident in her home.
- Children have good access to outdoor play and regularly visit toddler groups. As a result, children have plenty of fresh air and their physical development is promoted well.
- The childminder works closely with parents and ensures they are well informed about the childminding provision. This helps to develop secure partnerships that benefit all children.

It is not yet outstanding because

- Opportunities for children to see useful printed words, so they learn to recognise connections between objects and their names, have not been fully explored.

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 playing in the lounge and kitchen/dining area.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at planning documentation and a selection of policies, children's records and self-evaluation.

Inspector

Tina Mason

Full Report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged five and two years in Chelmsford, Essex. The whole of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play. The family has a pet dog and a guinea pig.

The childminder takes children on outings to the local shops and park. She is able to take children to, and collect them from local schools, nursery and pre-schools.

The childminder currently has two children in the early years age group on roll. She operates all year round from 7am to 6pm, 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:

- extend children's literacy skills by creating an environment rich in print where they can learn more about words and their meaning, for example, by using names, signs and labels.

Inspection judgements

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

The childminder has a very good knowledge of how children learn through play. She provides a broad range of interesting and challenging activities for children and is skilled at engaging children. Her natural enthusiasm has children eager to participate in all that is offered and, as a consequence, they make good progress in their learning. Planned learning experiences are based on observation and assessments of what children can already do and are tailored to children's individual needs. The childminder also effectively tracks children's progress over time so that she knows they are making good progress in readiness for their transition into school. The childminder ensures that she knows children's starting points when they first start with her, through gathering information from parents and confirming this through early observations of what children can do. She knows that progress checks are to be completed for children at the age of two years, with the parents, so they are well informed about their child's level of achievement and their child's next steps in learning. Parents are kept well informed about the progress children

make and the next steps in learning the childminder has identified. This means that children benefit from a consistent approach to their learning, and it gives the childminder an accurate, all-round picture of their development.

The childminder's home is organised well and children are able to easily access resources to initiate their own play. This successfully fosters their independence. The childminder skilfully promotes and supports children's learning. She effectively interacts with them, ensuring that from an early age children's play is purposeful and interesting. The childminder supports children's progress in their learning and development well. She has identified that very young children are reluctant to get messy and touch different textures. She provides 'messy play' activities incorporating water, cold baked beans and play dough, providing young children with opportunities to confidently explore a variety of textures and everyday objects. The childminder supports children well in their play, engaging them in conversation as she asks open-ended questions that encourage children to think. For example, children enjoy looking at picture books and the childminder encourages the children to name the different animals.

Children find and handle books for themselves and thoroughly enjoy the interaction with the childminder. There is a suitable selection of books and games which help develop children's early literacy skills. However, there are few printed words displayed, for example, on storage boxes, to help children quickly recognise connections between objects and their names, and develop the skills they need for early reading. Children develop a satisfactory awareness of numbers by singing nursery rhymes and counting. These activities all help to ensure children have a good range of skills to help them with their readiness for school and future learning. The childminder plans a range of craft activities that enable children to express themselves through design and creative arts. They learn to use musical instruments, such as rattles, bells and xylophones to create different sounds, which also supports their physical control and coordination well.

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

Children follow regular routines that help them to learn about good hygiene practices and the importance of personal care routines. For example, they learn to wash their hands prior to eating. Children learn about healthy diets and are learning about the reasons why eating a nutritious diet is important. Children are also learning about the importance of drinking as the childminder regularly reminds them to have a drink and talks about the reasons why it is important. They participate in a varied range of activities, which positively contribute to their physical fitness. Children have daily access to the childminder's garden and enjoy daily exercise and fresh air, where children love to use their physical skills to use the ride-on toys.

Children's well-being is promoted as the childminder takes time to listen to what they have to say and this helps them to feel valued. Children's self-esteem is promoted with consistent interaction, well-organised activities and the freedom to make choices about their play. The childminder is sensitive and caring and fully supports children in forming strong, emotional attachments. This provides a solid foundation for their personal, social and emotional development and helps children to be ready for their transfer to pre-school

or school. Children form positive and close relationships with the childminder and her family and are very happy and settled. The childminder's home is arranged to enable children to play safely. She helps children gain a good awareness of keeping themselves safe with consistent, age-appropriate explanations. This helps to raise children's awareness of potential dangers and enables them to understand the consequences of their actions.

The childminder works in close partnership with parents to support children's all-round development and emotional well-being. Children settle well because the childminder is fully aware of each child's individual routines. She prioritises gathering important information about children from parents during the preliminary visits and then effective settling-in sessions are organised to meet the needs of each child. As a result, children quickly settle into the childminding environment, which helps to support their care, learning and development. Children are supported well by the childminder with their achievements valued and as a result, their behaviour is good. They are encouraged to take responsibility for themselves as they learn to listen, share, take turns and be kind to others. Consequently, children learn how to play cooperatively. The childminder is attentive to responding to children's different personalities, offering regular praise and encouragement, which contributes to children developing a sense of self-worth.

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

The childminder is secure in her knowledge of how to keep children safe. She has developed a very good understanding of the signs that may cause her concern. She fully understands the importance of quickly accessing help and advice should she become concerned about a child's welfare. The childminder demonstrates an acute awareness of the supervision requirements of younger children both when inside the home and on outings. Consequently, written risk assessments help minimise identified risks in the home, garden and on outings. All documentation pertaining to the safeguarding and welfare requirements, including policies and procedures are meticulously organised and of a high standard.

The childminder provides an extensive range of activities which enable all children to make good progress in their learning. She observes what children can do, assessing their progress and planning for their next steps in learning. Consequently, she has a clear understanding about the progress children are making in her care, and can identify and address any gaps in learning. Systems for monitoring and evaluating practice are well established. The childminder knows her strengths and has clear action plans in place to improve learning experiences for all children.

The childminder builds good partnerships with parents. She promotes effective communication through talking with parents each day and by providing a daily diary, which sets out children's care needs, as well as the activities they have enjoyed and the progress they are making. She encourages parents to provide information about their child, which helps her ensure continuity between the child's home and the setting. Questionnaires from parents and children state that they are exceptionally happy with the

care and education received. The childminder develops links with the other providers of the Early Years Foundation Stage. She is confident about forming links with other provisions and professionals to ensure a coordinated service for all children and a sustained consistency of care across settings. This ensures that she meets every child's individual needs successfully.

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

Unique reference number	EY451517
Local authority	Essex
Inspection number	912364
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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