

Inspection date	27/09/2013
Previous inspection date	30/11/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder's effective settling-in procedures, result in calm, settled and confident children, who enjoy the company of the childminder and her family.
- Children are provided with opportunities to express themselves through a range of planned and freely chosen creative experiences.
- Children's well-being is appropriately promoted through the childminder's clear policies and working practices. The childminder encourages children to develop good hygiene practices and to keep fit and healthy.

It is not yet good because

- The childminder is not yet using her observations of children's play effectively to identify children's next steps in learning and to plan challenging and exciting activities to help them to reach their full learning and developmental potential.
- The educational provision does not always take account of children's preferred learning styles. In particular by providing regular access to a wide range of outdoor learning experiences. The outdoor environment is not conducive to allowing the childminder to follow children's emerging curiosity.
- Provisions for children to develop an understanding of the wider world are limited. Children have few opportunities to explore books and resources, which reflect diversity and promote positive images of people from differing backgrounds.

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 childminder's lounge and garden and viewed all areas of the home used for childminding purposes.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a range of records, including children's details, information about their learning, accident and medication records, daily attendance register, written policies and risk assessments.
- The inspector took account of the views of parents detailed in documentation and letters of references and thanks to the childminder.

Inspector

Lynn Hughes

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 one adult child in a house in Chelmsford, Essex. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools.

There are currently 11 children on roll, six 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.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make better use of observations to understand individual children's levels of achievement, interests and learning styles and then use the observations to shape and plan learning experiences, which provide challenge for each child.

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

- extend opportunities for children to make choices about whether they learn indoors or outdoors. Ensure learning experiences outdoors cover all seven areas of learning
- help children to learn positive attitudes, for example, through the use of books, puppets, posters and resources, which reflect diversity and the wider world.

Inspection judgements

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

Children enjoy participating in a range of free play experiences as well as some planned, adult-led activities. Many of the planned activities are based around creative play and some follow on from children's interests. For example, children have fun with a sticking activity whereby they decorate a pre-cut kite shape. This was planned to continue

children's discussions about the kites they had seen children flying recently at a local park. The childminder provides children with an adequate selection of activities to, generally, support their learning and development. However, she does not use her observations of children's play to effectively identify their next steps in learning. Therefore, many of the activities she plans are general and are not tailored to meet children's individual learning styles. The childminder is aware of the progress check for children aged two and is working with parents whose children are of this age to assess their development.

Children develop confidence as the childminder uses clear praise and encouragement when talking to them. She regularly takes children to toddler groups and provides opportunities for them to develop social skills. Children's language development is fostered through the discussions, which take place between the childminder and the children. She encourages them to communicate effectively by repeating words, naming objects and asking children appropriate questions to extend their thinking. The childminder is on-hand to support children at all times and facilitates their ideas. For example, when children appear to be disinterested in the resources available to them, she suggests other equipment she knows they like. A large box of wooden train track and trains are used to capture children's interests. The childminder sits with the children and helps them to make up the track. They talk about the colours of the trains and count how many there are. Children have some opportunities to extend their knowledge of the wider community through a range of activities and some limited resources. However, this aspect of their development is not effectively promoted through positive images depicted in books, dolls and other resources. Therefore, they do not learn effectively about the wider world.

The childminder encourages parents to become actively involved in their children's learning by discussing their progress and achievements verbally at the end of each day. Parents have some opportunities to share learning from home with the childminder through these discussions. The childminder promotes children's next steps in learning, for example, she prepares them for 'big school'. She understands that children need to develop secure self-care skills, such as putting their coats on and off and provides opportunities for them to do this. Younger children become familiar with the local school when they take and collect older children from school each day.

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

The childminder has effective systems for settling new children in to her care. Parents help to guide the settling-in process to ensure that children become acquainted with the childminder and her family. This results in settled and content children, who quickly adapt to the childminder's home and routines. The childminder demonstrates a clear understanding of the needs of the children in her care and talks confidently about how she meets their individual requirements. Children behave well and understand the childminder's simple rules as she gently reminds them. The range of physical play equipment in the childminder's garden, enables children to take some risks and to learn about keeping safe. For example, they carefully climb the steps of the high slide and settle themselves at the top, before sliding down.

Children have some opportunities to guide their own play within the childminder's home as

she presents a selection of resources in storage boxes on the lounge floor. Toys are alternated with a wider selection and children are knowledgeable about the range of resources available to them, proficiently asking for different toys when they lose interest in what is available. The childminder's lounge provides children with a good amount of clear floor space in which to spread their play. An enclosed garden is accessible from the lounge through patio doors. Children do have access to the garden, which is well equipped with physical play resources. However, there are limited opportunities for children to make choices about whether they play indoors or outdoors. There are also less opportunities for children to explore all seven areas of learning in the outdoor environment as the focus for outdoor play is on physical development.

Children remain healthy in the childminder's care, as she encourages them to follow good hygiene practices. They understand that it is important to wash their hands before eating and when they have used the toilet. Younger children's personal needs are met by the childminder following parents' wishes and considering their home routines. Children are appropriately prepared for the transitions in their life. For example, they learn how to be confident when meeting new people, as the childminder regularly takes them to toddler groups and meets with other childminders and their minded children.

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

The childminder is developing her knowledge of the requirements of the Statutory framework for the Early Years Foundation Stage. She delivers a programme of activities and play experiences, which, generally, help children to make appropriate progress towards the early learning goals. The educational programme, however, lacks rigor with regards to covering all seven areas of learning outdoors. Some monitoring of the provision takes place and through this process, the childminder is aware that her planning and assessment systems are not robust. Planning is very informal and general and includes a range of planned activities. However, it is not yet being used to offer individual children challenge.

Children are effectively protected from harm as the childminder demonstrates a secure knowledge of how to safeguard those in her care. She updates her safeguarding training on a regular basis and keeps abreast of changes to guidance and legislation. All adults living on the premises or regularly visiting are vetted and proof of the checks used to assess their suitability are held on file. Children play in a secure environment as the childminder risk assesses her home and checks it for safety each morning before they arrive.

The childminder has some systems in place for reviewing and evaluating her provision. She considers the effectiveness of the activities she has offered each day and reviews children's participation and enjoyment. The childminder uses reflective practice to identify further training needs and seeks appropriate training courses to improve her knowledge. The childminder takes on board verbal feedback from parents and works closely with the local authority Development Officer.

The childminder's partnerships with parents are effective. She communicates well, sharing important and relevant information with them on a daily basis. A number of parents have provided the childminder with written comments on her childminding service. The written comments show that parents are happy with the childminder's care and feel that their children are making appropriate progress through her educational programme. When children attend more than one early years provision, the childminder develops links with the children's key persons from the other setting. This enables her to work in partnership and to complement the learning that takes place in the other provision.

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
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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	EY370754
Local authority	Essex
Inspection number	878609
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	30/11/2009
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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