

Inspection date	01/10/2013
Previous inspection date	07/05/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 settled and content in the childminder's care as her well-considered settling-in procedures enable them to become acquainted with her and her family.
- Children's progress is rapid as the childminder demonstrates a secure understanding of how children learn. She provides children with stimulating, challenging and exciting activities that stretch their thinking and extend their knowledge.
- Children are well behaved and form positive relationships with the childminder and her family. They develop a good awareness of right and wrong, responding positively to guidance from the childminder, who uses praise and encouragement to acknowledge children's efforts and achievements.
- Effective partnership working ensures that parents and others play an active role in children's learning and development. Good links are in place between the childminder and other early years settings which children attend.

It is not yet outstanding because

- Opportunities for children to consistently guide their own very good learning are not always fully effective, as sometimes they do not freely access the full range of resources and learning experiences.

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 dining room and kitchen, 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 and development, accident and medication records, the daily attendance register, written policies, risk assessments and a selection of other documentation.
- The inspector took account of the views of parents spoken to at the time of the inspection and through written comments detailed in the childminder's records.

Inspector

Lynn Hughes

Full Report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged eight, 10 and 14 years in Chelmsford, Essex. The whole of the house 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. She collects children from the local schools and pre-schools.

There are currently seven 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 7am to 6pm, Monday to Friday, except Bank Holidays and family holidays.

What the setting needs to do to improve further

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

- review the very good organisation of the environment to ensure that it is conducive to providing opportunities for children to make choices and to guide their own learning. For example, make materials easily accessible at child height, to ensure everybody can make choices.

Inspection judgements

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

The childminder's secure knowledge of the seven areas of learning and how children learn enables her to provide children with a wide range of well-planned activities. She is knowledgeable about the children in her care and uses her knowledge to tailor activities to meet their individual learning patterns and interests. The childminder continuously observes the children in her care and uses her observations to assess their level of development and progress. She provides parents with clear developmental assessments which keep them well informed about their children's achievements so they can be involved in their learning. The quality of the childminder's teaching is good and, as a result, children make secure progress across all seven areas of learning.

Children's language and communication skills are effectively promoted as the childminder uses clear language to promote their thinking. Her use of skilful questioning ensures that children's knowledge is extended. She provides children with a good amount of time to

consider their answer. Children are provided with an exciting selection of resources, which include some natural items and household objects. They explore nature and the natural world when they participate in planting and growing activities and watch birds and other wildlife.

Children learn about the local community when they go for regular walks and attend activities and events in the local area. They enjoy participating in a wide range of learning opportunities, for example, they explore simple science experiments and use technological equipment. Children have fun cooking with the childminder. They use activities such as this to explore counting and weighing, and talk with the childminder about the way in which the ingredients change through the cooking process.

Children are effectively prepared for their next stages of learning. For example, the childminder encourages them to develop independence skills when dressing and undressing. They begin to use a range of materials to make marks and to develop handwriting skills. The childminder also encourages children to learn how to listen and to take instructions, in preparation for their transition to 'big school'.

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

Children are settled and comfortable in the childminder's care. She has effective procedures for settling children into her home and works closely with parents, who help to guide this process. Children form close and secure relationships with the childminder and her family, and enjoy the interaction they receive from them. Children are well behaved and clearly understand the childminder's boundaries and rules. The childminder acts as a good role model for children, speaking to them in a calm and respectful manner. Children's confidence and self-esteem are actively promoted by the childminder using positive praise and encouragement. She values their ideas and suggestions and seeks their views, for example, on what to have for lunch, or what they would like to do during their time with her. Children develop a good sense of belonging as the childminder treats them like an extension of her family.

Children are familiar with the childminder's home and move confidently around the areas accessible to them. They have some opportunities to guide their own learning, however, the organisation of the childminder's home is not always conducive to further promoting children's very good independence. For example, children's books are stored on a bookshelf at the top of the stairs; this means they are not as easily accessible as possible to promote children's choices. Children have opportunities to develop their knowledge and understanding of the wider community through themes and topics, activities and appropriate resources. For example, they acknowledge a range of cultural festivals and special occasions, using reference books to support their learning.

Children develop a secure knowledge about how to keep healthy as they make informed choices about the meals and snacks they choose. They are offered nutritious home-made meals and discuss the value of foods that are good for them. Children remain well hydrated as the childminder provides them with fresh drinking water throughout the day. Children enjoy fresh air and exercise when they play in the childminder's garden and go

for regular walks in the local area. The childminder's garden offers children access to a good range of physical play equipment to help to develop their physical skills. The childminder uses everyday activities, such as crossing the road, to promote children's understanding of keeping safe. Children are well prepared for their next stages of learning. For example, they learn to be confident when meeting new people as the childminder takes them to a number of toddler groups and activity sessions.

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

The childminder constantly reviews and evaluates her educational programme to ensure that every child in her care is making good progress towards the early years goals. She reviews her planning to ensure that children are provided with challenging and stimulating activities. A daily evaluation of the effectiveness of activities enables her to make improvements to her planning and to follow children's interests proficiently. The childminder demonstrates a clear commitment to continuous improvement and regularly reviews all aspects of her childminding service through reflective practice. She seeks the views of parents and implements changes identified through this process. The childminder is firmly committed to updating and extending her childcare knowledge through training courses and seminars. She uses her new-found knowledge effectively. For example, following training on the use of treasure baskets, she introduced a wider range of natural materials and household objects to children's play.

Children are effectively protected from harm as the childminder demonstrates a secure understanding of her responsibilities with regard to safeguarding children. Her knowledge of safeguarding procedures is effectively updated through appropriate training courses. All adults living on the premises are appropriately vetted and proof of their suitability checks are available on file. The childminder's home is regularly risk assessed to ensure that potential hazards to children are identified and addressed.

The childminder has a good working relationship with the parents of the children she cares for. They communicate effectively on a daily basis, which enables the childminder to keep them well informed of their child's day. Regular written summative assessments provide parents with an up-to-date account of their children's development and progress, along with clear information about their next steps in learning. The childminder has effective partnerships with local schools and other early years settings which children attend. This enables her to complement the learning that takes place in other settings.

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	EY400918
Local authority	Essex
Inspection number	879401
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	07/05/2010
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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