

Inspection date

Previous inspection date

04/10/2013

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

- Ongoing assessments and practical daily planning ensure that children are offered a wide range of activities that support their interests and stimulate their curiosity. This means that children are fully engaged and challenged in their learning.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She assesses the risks to her premises and on outings to minimise hazards which enable children to explore and enjoy a variety of environments.
- Partnerships with parents and other providers are good because effective communication is promoted. Consequently, children receive a consistent approach to their learning and development.
- The childminder effectively reflects on her practice and identifies areas for future improvements. She is motivated to continue her professional development and build on the quality of the service provided.

It is not yet outstanding because

- Children do not have full access to the garden area during the winter months. As a result, children do not experience the many benefits of unlimited outdoor play all year round.

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 kitchen.
- The inspector spoke with the childminder and children.
- The inspector took account of parents' views by reading feedback and comments.
- The inspector looked at policies and procedures, risk assessments, children's development records, planning and all relevant documentation.

Inspector

Jenny Forbes

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 three children in Loughton, Essex. The whole of the ground floor of the childminder's house and an upstairs bathroom is used for childminding. There is an enclosed garden available for outdoor play.

The childminder attends a toddler group and activities at the local children's centre. She visits the library and park on a regular basis. The childminder travels to local schools to take and collect children.

There are currently two children on roll, one of whom is in the early years age group, and attends for a variety of sessions. The childminder operates all year round from 7.30am 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 arrangements in the garden to enable children to continue to enjoy their learning experiences outdoors all year round.

Inspection judgements

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

The childminder demonstrates a good knowledge of the seven areas of learning and development and how children learn, through the provision of stimulating and imaginative activities and experiences. Consequently, children are well prepared for the next stage in their learning and school. She provides a good range of interesting and challenging play experiences that gives a broad balance across all areas. Effective systems of observation and assessment ensure that children's development is monitored and they progress well. The childminder has high expectations of children, which are based on assessments of their starting points from initial information gathered from parents. The childminder works closely with parents to share ongoing plans for children's next steps in their learning and development by incorporating their particular interests. This ensures children enjoy their learning and are well motivated.

Good communication procedures give parents opportunities to understand and learn about the requirements of the Early Years Foundation Stage. Effective monitoring and tracking systems, emails, texts and daily interaction ensure that relevant information about the

children's progress is continually exchanged. Children enthusiastically make choices for their play and learning indoors, as they confidently select resources available at child level. The childminder takes care to ensure that the toys and resources accessed by the children are safe and suitable for their age and stage of development. The childminder frequently asks children what they would like to do next, and encourages them to think about choosing resources that may extend their learning. This helps children develop confidence in initiating their own play and taking decisions in their learning.

Children's physical development and coordination is supported as they roll out coloured dough and prod it with their fingers. They squeeze and flatten it with their hands and cut it with plastic tools. The childminder asks questions about colours and shapes, which promotes children's development in communication and language, and mathematics. Children are given first-hand learning opportunities. For example, they are fascinated to learn about the world as they watch the life cycle of caterpillars as they build their cocoons and turn into beautiful butterflies. They walk in the woods and collect fir cones for their treasure basket. Children learn more about the world through a spontaneous unplanned outing to a farm which the childminder links to a favourite rhyme book of 'Old Macdonald' when they get home. This supports their communication and language development which is further enhanced as the childminder learns phrases in children's home language and supports their use of English. Children speak and communicate very well from quite a young age as the childminder constantly engages them in conversation and asks open-ended questions.

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

The childminder knows the children well. She understands their individual personalities and knows how they learn best. The childminder is a good role model as she leads by example, modelling politeness and kindness. Children behave well as the childminder is consistent in her expectations. Their self-esteem is high as they are constantly praised for their achievements. Any negative behaviour is skilfully managed with distraction and gentle persuasion. Children feel safe and content in the childminder's care. The childminder effectively assesses risks in her premises and on outings to ensure children remain safe and secure. Children learn to keep themselves safe as the childminder teaches them to sit still at their activity table to prevent themselves falling. She works closely with parents and families to build strong relationships and she offers warm and consistent care to all children.

Children thrive on a healthy and nutritious diet with the childminder. They enjoy fruit for their snack and they talk about the shape, feel and taste of the different fruits offered. They take trips to large shopping centres where they sample the foods of many nations and learn about diets around the world. The childminder is vigilant that children with special dietary requirements are protected from foods they must avoid. This means that children stay safe and healthy. Children are encouraged to manage their own personal needs, such as using the toilet, washing their hands, and learning to tie their own shoe laces. They exercise in the fresh air when they take daily walks to school and play in the park. However, children do not have full access to the garden during winter months as the outdoor surface is slippery. This means that children do not experience the full benefits of

being outdoors in all weathers.

Children enjoy making faces as they act out emotions demonstrated by cartoon faces on laminated cards. The childminder points to the faces and asks children how they are feeling. Small children struggling to make sense of language say, 'not not' meaning 'not sure' or 'confused'. They smile when they hear the music played to accompany their snack time. The childminder makes sure that children are emotionally well prepared when they move to other settings. For example, she makes sure that small children understand why they take older children to school every day. The childminder provides a teddy bear called 'Travelling Ted' and he goes home with one of the children at weekends and parents are asked to write about their weekend adventures in his book and children can draw pictures. 'Ted's' adventures are recounted by the children at 'show and tell time'. This activity promotes children's self-esteem and gives them a sense of responsibility as they learn to care for and share with 'Ted'. Children build strong relationships with each other and the childminder's family. Younger and older children play together after school and they all take part in activities, such as cooking.

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

The childminder has a very good understanding of safeguarding and child protection. She has completed safeguarding training and is keen to continually extend her knowledge by attending further courses. The childminder has up-to-date and effective policies and procedures including a policy restricting the use of mobile phones on her premises. Her policies are shared with parents and are regularly reviewed. Risk assessments are carried out frequently to ensure that any hazards are minimised or eliminated. This ensures that the childminder's home, both indoors and outdoors, remains secure and that children are kept safe at all times. Fire drills are practised with the children and are linked to a favourite television fire fighter character to capture their imagination and make it less frightening for them. The childminder makes puzzles cut from pictures of the character which extends their learning further.

The childminder employs secure systems of observation and assessment of children's learning and development. She tracks children's development and produces interesting learning journals for each child which clearly show their progress. Partnerships with parents are good and they are encouraged to continue their children's learning at home. Home visits prior to admission help children to settle and ensure the childminder has enough information about the child and family in order to effectively support the child's learning from the beginning. She operates an online system of daily contact to ensure all parents are aware of their children's activities and achievements together with their daily care routines. The childminder exchanges information with other settings the children attend to share good practice and ensure continuity of learning. The childminder has links to a variety of professionals should she need to seek support or signpost parents for appropriate guidance.

The childminder reflects on her practice as she observes the children and she uses her skills of assessment to identify where changes need to be made to resources, in order to

provide suitably challenging activities for children. Self-evaluation is good because the childminder is ambitious and well motivated to improve her setting. She regularly updates and revisits her plans to target ongoing future improvements to benefit children's learning and development. For example, she has changed her home diary system to an online version to enable parents to respond more easily. The childminder is very well organised and all essential records, such as attendance records, accident and incident records and emergency contact details, are kept up to date. A resources catalogue is in the early stages of development and is intended to help children to select from a wider range of toys and play materials.

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	EY457929
Local authority	Essex
Inspection number	912357
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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