

Inspection date	08/10/2013
Previous inspection date	10/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Effective transition arrangements between the children's home and the childminder's setting ensure that children become familiar with the childminder's surroundings, settle well into her care and quickly form strong and caring relationships with her and her family.
- The childminder demonstrates a good understanding of the children in her care and recognises their different learning styles. Effective planning ensures that each child benefits from a wide and exciting range of experiences, which help them to make good progress in all areas of learning.
- The childminder uses positive language and constantly praises children so that they become confident in their own abilities and supports them in becoming independent.
- The childminder has a secure relationship with parents. Effective communication ensures that parents are kept fully informed of their children's day and are able to play an active role in their learning and development.

It is not yet outstanding because

- Opportunities for children to explore natural objects and items of interest are not fully extended to effectively promote their curiosity and investigative skills.

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 viewed all areas of the home used for childminding purposes.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector looked at records relating to children's personal details, information about their learning, planning, accident and medication records, written policies and procedures, risk assessments and a selection of other relevant documentation.
- The inspector took account of the views of parents through written comments in the childminder's documentation.

Inspector

Lynn Hughes

Full Report

Information about the setting

The childminder was registered in 1987 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Colchester, Essex. The whole of the ground floor and the rear garden are used for childminding. The family has two dogs that come to visit on a regular basis.

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, two 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 6pm, Monday to Friday, except bank holidays and family holidays. She 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:

- develop further the range of everyday objects for younger children to explore and investigate, for example, treasure baskets containing natural materials, such as stones, shells, feathers and pine cones.

Inspection judgements

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

The childminder demonstrates a secure understanding of the seven areas of learning. This enables her to provide children with challenging and fun learning experiences. Activities are carefully tailored to suit individual children and to match their learning styles. The childminder makes consistent observations of the children in her care and uses these to identify their next steps in learning. Weekly planning shows the range of experiences children participate in, both indoors and within the local community. The childminder demonstrates a clear understanding of how to promote children's learning through everyday activities, such as identifying colours of cars as they walk to and from school each day. Parents play an active role in their children's learning by viewing their children's development records, which are neatly presented in learning journals. Parents contribute towards their children's learning by sharing achievements from home with the childminder.

The childminder successfully engages children's interests and follows their lead. She recognises that children learn through play and provides children with a balanced selection of freely chosen play experiences and some adult-led activities. Children are busy and active learners and concentrate on their chosen activity for prolonged periods of time. For example, younger babies explore the wide range of age-appropriate toys on offer to them, moving confidently around the room to reach their chosen toy. They stay and explore it for a while and then move in another direction to something else which catches their attention. The childminder is on hand at all times, sitting on the floor and talking calmly to the children about the toys, their colours and what they do. She supports their learning well by responding to their interests. When caring for younger children, the childminder has a strong focus on the three prime areas of learning. For example, when babies babble, she responds, repeating words. This results in children's early communication skills being promoted and encouraged. The childminder is beginning to introduce some resources, which enable children to explore natural materials and household objects. She has some sensory items available, that children can squeeze, pull and handle, however, the range is limited and the introduction of this type of play is in its infancy.

Older children enjoy exploring the local environment when they go for walks, visit indoor play centres and participate in an exciting range of trips and outings. A planned visit to a local orchard enables children to see where apples grow, pick some and use this produce in cooking activities. Children are effectively prepared for their transition into 'big school'. The childminder recognises the need to develop children's confidence and independence in order to prepare them for this transition. She liaises with the reception class teacher at the local school to establish and gain a clear knowledge of the skills the school would like children to have on entry.

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

Children are very settled and content in the childminder's care, even those who are very new to her setting. Well-considered settling-in procedures enable children, parents and the childminder to feel confident about when to first leave children in the childminder's care. Children form close and caring relationships with the childminder as she is experienced at making them feel comfortable and welcome in her home. Children behave in ways which demonstrate that they feel safe and secure in the childminder's care. For example, they move confidently around the ground floor areas of her home and show no concern when new people are present. The childminder has effective ways of ensuring children understand her house rules and encourages good manners through clear and consistent reminders.

Children play in a well-organised environment. The childminder's home offers children clear floor space in which to spread their play or for babies to explore the world, as well as a quiet room for reading books or for older children to watch television. Outdoor play is provided in the childminder's garden, which is well-equipped with a wide range of physical play resources. Children enjoy experiencing fresh air and exercise daily when they access the childminder's garden and when they visit local parks and playgrounds. The childminder acknowledges children's differing learning styles and often plans outdoor activities to meet

the needs of children who learn more effectively outdoors.

Children develop a good understanding about keeping healthy. They know that it is important to wash their hands before eating and after using the toilet and independently access the childminder's ground floor bathroom. Children enjoy a range of healthy snacks and meals with the childminder and she ensures that they remain well-hydrated by providing them with fresh drinking water throughout the day. Children are effectively prepared for their next stages of learning as the childminder actively promotes their self-esteem. She uses praise and encouragement constantly in order to nurture strong and confident children. The wide range of new experiences children encounter enables them to feel secure when meeting new people or new environments.

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

The childminder is an experienced early educator who has cared for minded children for a number of years. She demonstrates a good understanding of how children learn and uses her knowledge to provide children with a varied and exciting range of activities, which help them to make good progress in all seven areas of learning. The childminder regularly reviews her educational provision by considering the effectiveness of the activities she offers and by asking older children what they have enjoyed. The childminder works closely with a number of other registered childminders, which provides her with a good forum for discussing planning. It also enables her to offer children a wider range of experiences, for example, when the group organise trips to local farms, orchards and indoor play centres.

The childminder continually updates her safeguarding knowledge to ensure that she keeps abreast of current guidance and advice. This results in children being well-protected from harm. All adults living on the premises are appropriately vetted through Ofsted's systems. The childminder ensures that her home remains safe and secure through effective and regular risk assessments.

The childminder uses reflective practice to successfully identify the strengths and weaknesses of her provision. She demonstrates a commitment to further developing her childminding provision through appropriate short training courses and seminars. The childminder works closely with the development worker from the local authority to review her provision and to ensure that written policies and procedures are current and effective. Parents are asked to contribute towards the childminder's self-evaluation process by completing regular questionnaires and by giving her verbal feedback on her provision.

Effective partnerships with parents ensure that both the childminder and parents are always up-to-date with changes in the children's lives. They discuss the children's day and the childminder also completes a clear daily diary for the parents of younger children. Through this she shares information about the activities the children have participated in, the meals they have enjoyed and when they have taken a rest. The childminder has dropped off and collected from the same schools and pre-schools in the local area for many years. This has resulted in her developing an effective working relationship with

these settings. Through clear communication, she is able to share relevant information about children's progress and complement the learning that takes place in each setting.

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	202526
Local authority	Essex
Inspection number	871060
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	10/03/2011
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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