

Inspection date

Previous inspection date

22/10/2013

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

- The childminder sensitively supports children with the transition from home into her care. She has a warm and attentive approach and, consequently, children settle well, form positive bonds with her and are happy and secure.
- Children are offered a superb variety of good quality toys and resources and a range of fun and interesting activities. These provide ongoing interest and challenge and encourage progress in children's learning and development.
- The childminder effectively uses guidance documents to monitor children's progress and plan for their ongoing learning and development. Consequently, each child is making good progress from their starting points.
- The childminder establishes positive and trusting partnerships with parents. Frequent communication promotes continuity of care for children and sharing about their learning progress.

It is not yet outstanding because

- There is scope to improve the range and types of foods available to the children to include more fruit and vegetables and to use regular routines to raise their awareness of positive health and hygiene habits.
- There is potential for the childminder to build upon the range of resources and activities which positively reflect diversity, to enhance children's appreciation of differences and similarities.

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 lounge and viewed all areas used by minded children.
- The inspector spoke with the childminder at appropriate times throughout the inspection and discussed activities with her.
- The inspector looked at children's learning journey development record scrap books, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of the childminder.
- The inspector also took account of the views of parents from the childminder's own parent questionnaires.

Inspector

Hazel Meadows

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 husband and daughter aged nearly nine years, in a house in Little Oakley, near Harwich, in Essex. The whole of the ground floor, one first floor bedroom and the rear garden are used for childminding. The family has three dogs, guinea pigs, rabbits and fish.

The childminder attends a childminder group, the local children's centre and parent and toddler groups. She visits local parks on a regular basis. She takes and collects children to and from local schools and pre-schools.

There are currently two children on roll. Both children are in the early years age group and attend on a part-time basis. The childminder offers care all year round, except family holidays agreed in advance. She works from 8am to 6pm, but hours can be flexible. She is able to offer occasional weekend and overnight care. 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:

- enhance children's understanding and practice of healthy eating and good hygiene by offering a more healthy range of food options and encourage positive hygiene habits through daily routines and explanations
- broaden the range of activities and resources which positively reflect diversity, to help children understand and value similarities and differences between them in a diverse society.

Inspection judgements

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

When a child starts with the childminder, she discusses their particular abilities, needs and interests with their parents. She uses this information, plus her own observations, to establish each child's capabilities and starting points. The childminder has a secure knowledge of the seven areas of learning, child development and how children learn. Utilising this knowledge, guidance documents and her ongoing observations, she plans activities matched to each child's emerging skills and stage of development, offering

additional support or challenge as required. This enables all children to make good progress.

The childminder makes written observations, in a learning journey development record scrap book to monitor their progress. Parents are able to regularly view their child's development record and their feedback about their child's learning and development at home is welcomed. The childminder is considering ways to help her to encourage parents to share more aspects of their children's achievements and experiences at home, to further improve partnership working and support children's learning. The childminder completes a progress wheel which clearly identifies children's level of ability in each area of learning. She competently uses development guidance documents, to accurately evaluate children's progress and plan for their future learning. A 'next steps' planning sheet shows activities that have been planned to support children's ongoing learning and development. This is shared with parents to encourage continuity of approach. The childminder understands how to complete a written progress check for children aged two, and to liaise closely with parents, to check that children are learning and developing within the expected range for their age.

Through planned and purposeful play, she promotes the prime areas well to ensure children have a good foundation for the next stages in their learning and to support them with skills needed for school. All seven areas of learning are covered, according to children's age and understanding, outside as well as indoors. The childminder helps children to learn about the natural world and encourages outdoor discovery. For example, children search for worms as they dig in the ground at a local children's centre. Inspired by ideas at the children's centre, the childminder has begun to develop her own garden. For example, she has introduced a log pile nature area and provided resources to encourage children to make a den. She has identified the garden as an area for ongoing development, to further promote children's learning and discovery outside. Children's communication skills are encouraged well as the childminder talks freely with them. She uses much eye contact and facial expression with babies to engage them and is attentive at their efforts of communication, verbal and non-verbal.

Babies are offered toys which challenge and interest them. They persevere with action reward toys and successfully learn how to operate them. She shows children how to achieve new tasks, using the appropriate language to broaden their understanding of words, for example, 'let's twist it'. The childminder responds well to their particular interests, for example, providing gadget toys for a baby who delights in pressing buttons and switches. Their success in banging two balls together to make a noise is enthusiastically acknowledged by the childminder. Children explore a broad range of creative experiences and textures using all their senses. In the home and at a local children's centre they access sand, water, dough, gloop and paint. Examples of their artwork are displayed in the conservatory, helping them feel valued.

Children's physical skills and competence are encouraged and are developing well. Babies have space to move freely and are supported as they learn to walk. They begin to develop their dexterity and independence as they are offered a spoon at lunch time, while the childminder feeds them. Larger equipment is available, in the garden and at local play areas, to help older children increase their skills and confidence. Children's imaginative

play is supported and extended well with role play equipment, small world toys and a play den in the garden. Children's individuality is recognised and valued and the childminder has a positive and inclusive attitude to diversity. A few of her books and small world resources reflect differences positively. However, there is scope to build upon the range of resources and activities which reflect diversity, to enhance children's appreciation of differences and similarities within communities.

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

The childminder sensitively supports children with their transition from home into her care. Discussions with parents plus her own observations, help the childminder get to know each child's likes, dislikes and routine and support them according to their individual needs and preferences. Consequently, children settle very well. They are happy in her warm care and develop positive and trusting bonds with her. Babies are comfortable with her and there are frequent exchanges of smiles and cuddles between them. They clearly feel secure with her and look for her when she leaves the room and seek reassurance from her when visitors are present. Close liaison with parents ensures they are kept well informed of their child's wellbeing. This is enhanced by the use of daily diaries to share information about the child's day.

A superb range of stimulating and appealing toys, are readily available to children. Age-appropriate toys are presented at low level, enabling babies to make their own selections and promoting their independence. Outside, there are additional activities and equipment such as a play kitchen and trampoline. Children are also taken to local parks and play centres, offering them opportunities for additional exploration and different equipment. Children are confident and inquisitive and freely explore what is available. This is building a good foundation for future transitions to other settings such as nursery and eventually school.

The childminder is a calm and positive role model and helps children to learn positive behaviour, according to their age and understanding. For example, she uses distraction strategies with babies and toddlers, plus facial expression and tone of voice, to help them understand what is acceptable. The childminder supervises the children and gives high priority to their safety. She helps children learn how to keep themselves safe as they begin to learn to walk and negotiate furniture.

Children's health is promoted, through regular fresh air, exercise and daylight, as they play outdoors or go on outings. Parents currently provide the majority of their children's food. The childminder has a menu available and offers occasional snacks. However, there is scope to improve some of the foods she offers, to provide a healthier selection, to promote children's wellbeing. Positive hygiene routines are usually promoted. However, on occasion, hand washing before lunch is overlooked by the childminder for herself and the children.

The effectiveness of the leadership and management of the early years

provision

The childminder has made a good start to childminding. She continually reflects on her practice to identify and rectify any areas for improvement. For example, she identified the need to obtain more detailed information from parents about their children, to aid her with meeting their individual needs. She has some clear plans for the future, for example, to develop the use of her garden to broaden and improve children's play and learning experiences outside. The childminder welcomes and seeks parents' views, both verbally and through questionnaires, to help her make ongoing, meaningful improvements to her practice. She meets with other childminders to share and emulate good practice and has also sought, and acted upon advice, from local authority support staff. She uses her knowledge of child development and how children learn, reference to guidance documents, plus discussions with parents, to successfully monitor the educational programmes. This ensures all children are offered a suitable and broad range of experiences to promote their progress towards the early learning goals.

Children are kept very safe as the childminder is clear of her role and responsibility to protect them from harm. She has a very good knowledge of safeguarding procedures. The childminder has a clear written safeguarding policy and knows what action to take if she has concerns about a child. She anticipates and minimises potential hazards, through vigilance and effective risk assessments, enabling children to play freely. An evacuation drill has been practised, to ensure that it works effectively and that children are familiar with the procedure, without being fearful. Documentation is well organised and readily available for inspection. Comprehensive details are gathered about the children and parental consents are obtained to ensure children are cared for according to their parent's wishes. A parent information pack offers parents an overview of her childminding service. Clear, written policies are shared with parents to ensure they are fully informed about her practice.

The childminder establishes very open, positive and trusting partnerships with parents. She promotes regular discussions with them, to ensure children's individual needs are met and to promote continuity of care. Feedback from parents, via two recent questionnaires, is very positive. They value the childminder's flexibility and the care and activities she offers. The childminder effectively works in close partnership with others to promote consistency with regard to children's care and learning and meet their needs. For example, she liaises with another childminder who shares the care of one of the children and consults other agencies, if required, to promote care of individual children. None of the children currently attend any other settings. Nevertheless, the childminder understands the value of developing close links to promote two-way sharing, to ensure a consistent and cohesive approach to meet their individual needs.

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	EY462280
Local authority	Essex
Inspection number	918504
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
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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