

## Inspection date

04/11/2013

Previous inspection date

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 and assistants provide a stimulating environment for children and this ensures that children are interested in their learning and they make good progress.
- Teaching is good because the childminder and assistants observe, assess and plan for children's next steps, and skilfully question children during activities so that every child learns and develops.
- Children learn how to be healthy as they visit the green grocers to choose their food, and grow, harvest and eat the fruit and vegetables from the garden.
- The self-evaluation process is robust as regular questionnaires are completed by the parents, and the childminder and assistants regularly reflect on their practice. This ensures that children are well supported in their learning and well-being.
- Safeguarding of children is good because there is a comprehensive procedure in place and the adults know what to look for and what to do if they have a concern.

### It is not yet outstanding because

- The good supervision arrangements of the childminder and assistants can be strengthened further by developing high-quality professional supervision to assess the quality of teaching.
- Children can be further supported to develop cooperation and independence by involving children at every opportunity in tidying up after their activities.

## 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 the teaching of a group of children.
- The inspector and childminder conducted a joint observation of an activity.
- The inspector held discussions with all members of staff.
- The inspector viewed a sample of the children's learning files.
- The inspector saw evidence of suitability and qualifications of the staff.
- The inspector reviewed a sample of the policies and procedures.
- The inspector took account of the views of parents.

## Inspector

Suzanne Smith

## Full report

### Information about the setting

The childminder was registered in 2013 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 Rayleigh, Essex. The childminder works with assistants. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The family has a dog and cat as pets.

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

There are currently 10 children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and Christmas holidays. She is a member and accredited childminder 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:

- strengthen further the good supervision arrangements of the childminder and assistants in order to robustly assess quality of teaching
- maximise all opportunities for children to develop their independence and cooperation.

## Inspection judgements

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

The children make progress and thoroughly enjoy their time at the childminder's as the learning is carefully matched to their individual needs. This is because the childminder and assistants are knowledgeable about child development and conduct concise observations of children. These observations are linked to children's development ages and their next steps are identified. Activities are then provided that enable children to practise their skills as well as develop new learning. Children become absorbed in their play as they use sensory materials which interest them and they are able to explore coloured rice in a large tray. The children range in age from nine months to four-years-old and they play together well, ably assisted by the supportive childminder and assistants. The childminder and assistants support individual children's next steps as well as extend learning through play. For example, children develop their listening and attention skills as they hear rice falling

onto the tray. An assistant models language and develops their imagination by linking the sound to falling rain. The children are supported to remember past experiences as they talk about fireworks and use their fine manipulative skills to make circles in the rice. The sensitive childminder and assistants deliver mathematical teaching as they talk with the children about shapes. Children are enthusiastic to answer questions and know that half a circle is a 'semi-circle', and that two semi-circles make a circle. The children are eager and comfortable to share their knowledge during the activity. The younger children are equally well supported as they practise collecting rice in small scoops and play cooperatively with each other. The childminder and assistants have a secure knowledge of how to promote the learning of young children.

The childminder is accredited, which means she has developed the knowledge and skills to provide learning in readiness for school. The children have the opportunity to take part in activities that encompass learning that incorporates early reading, writing and mathematics each day. This supports children to be ready for school as they build concentration during one-to-one time with the childminder and assistants. Literacy is further developed as stories are shared with the children. A story read by the assistant teaches children about diversity and they take an active part as they lift flaps and comment, when asked, about the story. The story, which shows children using chopsticks, helps children learn about other cultures. They are further supported as the childminder asks the children whether they would like to use chopsticks at dinner time. This brings children's learning to life as they are able to take part in first hand experiences. They attend trips to the local woods and this supports their interest in stories as they imagine they have found the den of a favourite character. Their imagination is further supported as the childminder and assistants let children lead the play as they find homes of other characters in the wood. Children sing songs as they wait for everyone to be ready for snack and this further supports communication and language development.

The children are supported in their personal, social and emotional development as there are many opportunities to share and take turns. Heuristic natural materials are introduced to children as they take turns to select items from a sack. When they have explored an item they are happy to share with each other. These items develop children's imagination as they are intrigued by large hair rollers, which they use in their hair, as a bracelet and as a hat. The younger children watch and learn from the older children as they also try wearing a hair roller as a hat. The childminder empties the sack at the end of the game and the children become active learners as they explore the different items. Small metal discs become eyes and the children are praised for their ideas, which develop their self-confidence. Children's learning is continually supported as there is regular contact with the parents. Learning files are shared and parents receive regular progress reports, which show children's journey towards the early learning goals. In addition, a communication book detailing children's learning is passed between the childminder, parents and other settings the child may attend. This supports continuity in learning as everyone involved in children's care and education is aware of current progress.

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

Children are happy and have formed secure attachments with the childminder and assistants. They are deployed very well and this ensures that children's needs are very well met. For example, they are very quick to respond to children when they hurt themselves by giving them reassuring cuddles and, subsequently, children develop self-confidence. Challenging tasks are provided to the children, which enables them to develop independence and cooperation. Children persevere to peel and then eat a satsuma, attend to their own toileting needs, and help to clean the tables after cooking activities. There is scope, however, to encourage children's independence further to help tidy up after messy activities on a regular basis. There are regular outings and trips, which provide rich and stimulating experiences for the children. They visit the vet with the childminder and her dog, and learn that vaccinations keep dogs healthy. At the green grocers, they make healthy choices as they select, weigh and buy their food. During visits to the local supermarket, children learn about technology and money as they scan their own food and put money into the till. They develop physical skills and have lots of fresh air with regular trips to the woods and park. During outings children learn about risk as the childminder talks about safety as they cross the road. Children also develop an understanding of their world as they take clothes to charity shops and take part in fundraising days.

Children are well behaved and play cooperatively together as the childminder and assistants provide clear guidance about acceptable behaviour. The children are polite and are encouraged to say 'thank you' at appropriate times. The childminder and assistants listen perceptively to children's behaviour and adapt their routine to support positive behaviour. For example, when children return from pre-school it was noticed that some children become overexcited. To support a peaceful transition, quiet activities, such as stories and threading, are provided. This is successful and contributes to children's well-being as their needs are effectively met. Children's birthdays are celebrated and games are played, which supports their self-esteem and feeling of belonging. Children's transitions are supported well as good communication exists between the childminder and the parents. Regular discussions take place with parents and daily communication diaries keep them informed about their children's learning and well-being. Children are being prepared for school as they are developing independence at going to the toilet and are supported to put on their own coats. The childminder plans to make a book of photographs about school, along with the teachers' names, to ease children's transitions to school.

The childminder and assistants are well qualified and this contributes to protecting children and keeping them safe from harm. They have agreed procedures for recording injuries and are knowledgeable about safeguarding issues. They know how to deal with any concerns and this ensures that children are very well cared for and protected. Children are confident and look to the childminder for support and guidance, which demonstrates that they feel safe in their environment. Nappy changing is conducted away from the other children and ensures that privacy is maintained. These occasions support children's well-being as the childminder talks warmly to the young child. Mealtimes are healthy and nutritious and all meals are fresh cooked. The children learn about healthy choices as they grow, harvest and eat fruit and vegetables from the garden. The childminder further supports children's good habits as she has given fruit and vegetables 'super powers'. The children learn that runner beans help with running and swede helps with jumping. Children are given choices at mealtimes and choose to have cheese sandwiches for lunch.

This supports their independence and cooperation as their voices are heard and they know their opinion matters.

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

The childminder fully understands her responsibilities to the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The appropriate documents are in place and understood by the childminder and assistants. A robust induction process ensures that any assistants employed by the childminder are appropriately vetted. A thorough induction checklist supports their understanding of the policies and procedures. The premises are safe and secure and the childminder and assistants are meticulous at locking stair gates so children do not have unsupervised access to the kitchen and stairs. Daily risk assessments are carried out to ensure the premises and toys are safe and fire drills are practised so everyone is aware of what to do in the event of a fire.

The childminder delivers educational programmes so that the children have a broad range of experiences that support their progress. The childminder gathers starting points through discussions, by asking parents to complete a form detailing their children's development, and by carrying out observations. These are then recorded on a progress chart, which is updated on a regular basis to monitor progress. There are accurate and clear observation, assessment and planning arrangements, which are also monitored by the childminder. This ensures that all children make progress in each of the seven areas of learning and would highlight any areas of the curriculum that may be weaker. The childminder and assistants are proactive at discussing children's development with parents and together find strategies to support their ongoing development. Children are, therefore, well supported and make good progress in their learning. Regular appraisals and supervision highlight training needs and good practice, however, there is scope to strengthen supervision arrangements to further assess the quality of teaching.

The self-evaluation process highlights the strengths of the childminder's practice as well as areas for improvement. This process is supported by gathering the views of parents and asking them for comments on all aspects of the childminding practice. The parents' comments are very positive and these state that the children 'love coming' and 'are always happy at drop off and pick up time'. The childminder has developed targets for improving and these will support children's development and well-being further. Some targets have already been met and this demonstrates that the childminder is proactive at reflecting on, and changing practice, where needed. Partnerships with outside agencies exist and there are good links with the local pre-school where the childminder attends parent meetings with parents when invited. A communication book is passed between the childminder, parents and other settings in order to support children's development. The local children's centre is visited on a regular basis and this ensures that the childminder can access help if any children are identified as requiring further support.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY461203
<b>Local authority</b>	Essex
<b>Inspection number</b>	918494
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	9
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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