

Inspection date	01/10/2013
Previous inspection date	06/01/2011

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 enjoy outings to watch conkers fall from trees and collect them for painting. They make good progress as they have interesting first-hand experiences provided by the childminder.
- Children learn through play by selecting from a wide-range of resources. Interest in literacy is fostered as the resources chosen appeal to children and their learning is supported by the enthusiastic childminder.
- Healthy eating is supported as the childminder provides healthy and nutritious food which the children enjoy.
- Different cultures are celebrated as discussions take place in a calm and relaxed environment where children are willing to test out new words in different languages. This supports their self-confidence and their understanding of the world.

It is not yet outstanding because

- Sometimes the strategies used to collect children's views and contribute to the self-evaluation are not always fully successful. This means they are not fully involved in improvements to the service.
- Opportunities to develop children's very good understanding of how to keep safe when meeting strangers are not always fully maximised.

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 home and on a walk in the local environment.
- The inspector held discussions with the childminder.
- The inspector viewed a sample of the children's learning journals.
- The inspector saw evidence of suitability and qualifications of the childminder.
- The inspector read a sample of the policies and procedures, including child protection and the complaints policy.
- The inspector took account of the views of parents and the children.

Inspector

Suzanne Smith

Full Report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged five and three years in a house in Basildon. The whole of the ground floor and the rear garden are used for childminding. The family has one pet which is a guinea pig. The childminder attends a toddler group 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 six children on roll, four 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 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:

- improve strategies to collect children's views on their care and education so they understand that their views are important and contribute to practice being improved

- enhance opportunities for children's learning about keeping themselves safe. For example, by teaching children about the danger that may come from meeting strangers.

Inspection judgements

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

The learning provided by the childminder has depth across the seven areas of learning. The childminder's home has a variety of play equipment which, together with planned activities, provides children with an interesting environment. A walk to a horse chestnut tree to collect and watch conkers falling from the tree appeals to all of the children. They develop an understanding of the world in which they live and the children have first-hand experiences of the changing seasons. The children delight in the task of collecting conkers and the childminder sensitively teaches children new skills during their exploration. New vocabulary is used, developing communication and mathematical awareness is promoted as the conkers are counted. Subsequently, children are actively engaged in interesting and challenging activities that support them to become exploratory learners.

The learning and development of all children is supported by the childminder who understands how children learn. Starting points are gathered at entry with the help of parents and activities are planned to support learning. Ongoing observation and assessment means that activities are accurately planned to ensure that children make progress. The 'progress check at age two' is completed and shared with parents. Targets are identified and successfully worked towards, ensuring each child's progress. Children freely choose activities from the wide range on offer. A letter and word game teaches children that letters have meaning and supports their understanding of literacy. The younger children join in with choosing and recognising letters because of the careful support provided by the childminder. The children enjoy listening to stories read by the childminder and older children. This supports their understanding and contributes to their motivation for learning about literacy. Painting supports children to learn about the different colours that can be created by mixing paint. Children enjoy spinning conkers and paint together in a tub to create works of art. A laptop encourages children to explore technology and supports school readiness.

The personal, social and emotional development of children is supported as they play together harmoniously. Children are absorbed in making a train track and they play alongside each other very well. During regular outings in the local area children acquire and strengthen physical skills as they have the space to run around. Their communication and language skills are well supported because of the interesting activities provided and the childminder's gentle interactions. This means children make good progress and are well prepared for the next stage in their learning.

Parents are involved in their children's learning and this further supports development. A daily diary explaining the activities the children have done are shared with parents and the children's learning journals are also shared. The childminder has an open channel of communication with the parents and talks with them every day about their children. This ensures that individual children's needs are met.

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

Children arrive happily at the childminder's house and show they have formed secure attachments to her, as they say goodbye to their parents. The childminder and parents work together to decide upon how to settle new children. Consequently, there is a good settling-in procedure that supports individual children's needs and supports their well-being. Regular exchanges with parents also ensure that children's well-being is actively supported. Children are supported to gain their independence as they put on their own coats and wash their hands before eating. Good hygiene practices exist as children have individual clean towels to dry their hands and in this way they learn about being healthy. Children understand boundaries and what is acceptable behaviour, as the childminder has good strategies to deal with unwanted behaviour. The childminder calmly gives clear instructions and allows children time to respond. Children respect the childminder and trusting relationships exist between them. The children learn how to be safe as the childminder teaches them about the risks associated with crossing the road. During walks the childminder asks the children what they must do before crossing the road. The

children are knowledgeable about looking and listening and their safety is supported. There is scope, however, to teach children about the risks associated with strangers in the environment to contribute to their very good awareness of how to keep themselves safe. During trips out children have the opportunity for lots of fresh air, which supports their health and well-being.

Children learn about healthy eating practices during the freshly prepared and healthy meals the childminder provides each day. The children are encouraged to think about their health as they are asked how many slices of toast they would like. With careful consideration a child answers 'one square toast please'. Children's self-esteem is supported as their artwork is displayed on the wall and the childminder praises them for jobs well done. Children learn about people who may look or sound different from themselves. Pictures showing people from other countries are displayed and different countries are discussed. During a relaxed snack time children take an active part in discussions that lead to hearing and saying words in other languages. Turkish, Spanish and French words are spoken in an atmosphere that encourages children to try out different words. Children from different cultural backgrounds are learning that they are important, which fosters a healthy self-esteem.

The resources that are provided support children's engagement in their environment. Natural materials collected by the children, as well as a sensory basket, support their exploration. There is easy access to the garden where the children can dig in the earth and use chalks on the concrete. The wide range of interesting activities support children to be independent and cooperative and the children behave well. The childminder, with the parent's permission, shares children's learning and care with other providers where the children may also attend. This ensures that children have continuity of care and are supported in their learning. This also ensures children are prepared well for their transitions to other settings and to school.

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

The childminder has a good knowledge of safeguarding and understands her responsibilities in keeping children safe. She is proactive at identifying training and is booked to attend a safeguarding course to update her knowledge. The children show that they trust her and feel safe in their environment. Their care needs are well supported and documentary evidence is in place to show that children's needs are catered for. The childminder, therefore, shows a strong commitment to safeguarding and protecting children in her care.

The childminder has the required policies in place and undertakes regular and comprehensive risk assessments. This ensures that children's safety is supported and risks identified are minimised. She has a good understanding of how children learn and supplies a broad range of experiences that children enjoy and learn from. This ensures that all children in her setting are well supported and appropriate interventions can be sought if the need arises. The childminder is committed to ensuring children's safety and any

assistants she may employ are subject to recruitment procedures. These consist of checking for gaps in employment history, vetting procedures, gaining references and interviewing them for their suitability in working with children.

The childminder evaluates her practice to identify strengths and weaknesses. The views of parents and outside professionals feed into targets, which are realistic. Targets identified consist of attending courses on equal opportunities and special educational needs and/or disabilities. This will benefit children's learning and further promote well-being. However, sometimes the views of children have not been taken into account, this means there is scope to find different strategies to achieve this so they always contribute to improvements.

Good partnerships exist with parents and they speak highly of the care and progress their children are making. One parent explains that she had recommended the childminder to other parents. Another carer explains that the children are always happy when they are collected. Good links with home ensure that children's well-being and their learning and development are very well supported. The childminder works closely with others who share care of the children to ensure there is continuity in their care and learning.

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	EY412946
Local authority	Essex
Inspection number	937741
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	06/01/2011
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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