

<b>Inspection date</b>	05/11/2013
Previous inspection date	16/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 can choose activities and play for extended periods at their own pace, using their imagination and problem-solving skills. This promotes their development in all areas of learning very well.
- Children learn to manage risk in a safe and supportive way, as they go out and about in the local area and attend community groups. They develop social skills as they mix with other children and enjoy activities together.
- Children form exceptionally strong attachments and show that they feel at home and settled. The childminder is naturally warm and friendly, making children feel secure. Their confidence and sense of belonging enables them to play and learn successfully.
- The childminder keeps up to date with developments in childcare and is always looking for ways to improve her practice and the outcomes for children. She is well organised and maintains records and documentation to support children's needs.

### **It is not yet outstanding because**

- There are fewer opportunities for children to explore and develop their expressive and creative thinking through sensory and open-ended play, indoors and outside, using recycled, natural and household materials.

## 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 interacted with children in the playrooms and as they ate lunch.
- The inspector held discussions with the childminder and carried out a joint observation.  
The inspector viewed a sample of documentation including evidence of suitability checks and qualifications, photographs of activities, policies and children's development profiles.
- The inspector took account of the views of parents gathered in advance of the inspection.

## Inspector

Sarah Williams

## Full report

### Information about the setting

The childminder was registered in 1992. She lives with her husband and two children aged 17 years and 12 years. They live in a house in Great Bardfield, Essex. All areas of the childminder's house are used for childminding. Access is via one low step into the house. There is an enclosed garden available for outside play.

The childminder is currently minding three children, of whom two are in the early years age range. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks or drives to local schools and pre-schools to take and collect children. She runs a local carer and toddler group and 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:

- provide a broader range of opportunities for children to explore and develop their expressive and creative thinking through sensory and open-ended play, indoors and outside, using recycled, natural and household materials.

## Inspection judgements

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

All children make good progress in their learning and development because the childminder provides a balanced range of well thought out activities and outings to local places of interest, to stimulate and interest them. They gain the skills and attitudes they will need for the next stage in learning, when they start formal schooling. Young children can select and enjoy a wide variety of interesting toys and resources to inspire their curiosity and intrigue them. They become engrossed in a box of dinosaurs and use these to make a 'zoo' using an empty cardboard box. A small child uses a construction kit to make a flotilla of boats and compares the sails he has added, 'this one's big' he exclaims. The childminder supports and encourages the children in these imaginative games without interrupting the flow of play. When she asks for a cup of tea this is served in a miniature cup, from a 'talking teapot', which causes much hilarity.

Children's language development and communication is very well promoted. The childminder speaks constantly to children, narrating actions and telling them what will be happening next. Books are freely available and children enjoy a quiet time cuddling up for a story. By developing a love of literature at an early stage they are prepared for their

future learning at school. They can use chalks, crayons and pens to practise making marks and those who are ready begin to spot some letters, such as those in their own name. Children enjoy a rich programme of outings to local places of interest, such as local woodland and a petting farm. They engage with the natural world and begin to learn about life cycles and how to care for living things. Children collect leaves and other specimens, which help them understand the changing seasons. The childminder continues these activities at home, for example, with art and craft work, such as collage and painting. Children also visit and feed the chickens at the end of the childminder's garden, always an adventure with surprises in the form of newly laid eggs.

Sensory activities for young children include sand and water play in the garden, as well as cultivating some plants, such as lettuce, to eat. They use play dough and pasta shapes to explore different textures and materials. However, to date, the childminder has provided fewer natural, recycled and household items to aid children's exploratory play and sensory development. Children use the small world figures and characters to create play scenarios. Using their imagination this way helps them understand the world around them. The homely, child-centred environment is welcoming, colourful and stimulating. Floor play with large puzzles and a train layout engage young children, and easily managed containers encourage them to start to tidy away toys when asked to do so. Dressing-up clothes allow children to try out new roles; a girl chooses a princess hat and sparkly shoes, while a young boy tries on a spiderman top and looks very pleased with the result.

The childminder observes and notes children's development and achievements and compiles a record, along with her tracking system which shows what stage each child is at. Realistic and appropriate next steps are suggested so parents can continue the learning at home. For children aged two years, the childminder completes a progress check and shares the results with parents. This enables any intervention needed to be put into place early, for children who are found to be below expected levels of development at this point. The childminder talks to children about the next stages of their learning, such as school or pre-school. This helps prepare them for the changes ahead and allay any anxieties they may have. They become familiar with the school when they collect older children daily. For children who attend other early years settings, the childminder has established very useful links, which ensure she has details of what children have been doing so that she can complement the learning, and also keep parents informed.

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

The childminder intuitively offers warm and friendly care to the children. They settle quickly and become confident in the care of the childminder and form strong, close and emotional attachments. Children are treated as members of the family and look forward to interacting with the older children when they return from school. Very young children communicate to have their needs met with a combination of language, facial expression and gesture, which the childminder expertly interprets. By finding out about care and health needs in advance of them attending, the childminder can tailor care and manage the welfare of each individual child. For example, when children reach the potty training stage, she liaises with parents and works together with them to help children make the switch from nappies to 'grown-up clothes'. An effective partnership with parents is

established as the childminder routinely takes photographs of the children engaged in activities and sends them to the parents via mobile phone. In this way parents are reassured and feel very well informed about their child's care and well-being. There is always time for an informal chat at pick-up time; children benefit emotionally from seeing that the relationship between their family and the childminder is positive.

Children enjoy fresh air and exercise as they play in the garden, and on daily walks to and from school to collect older children. Indoors they have plenty of opportunities for free movement as the care space is large and safe for them to negotiate freely. Children sleep or nap as wished, normally in a travel cot, in a quiet room upstairs. They learn to face physical challenge and manage risk in a safe and controlled way while using the garden equipment, or at the park. The childminder is encouraging while having regard for safety at all times. Risk assessments are effective in creating a safe and secure environment and consideration is given to safe travel whether in a car or on foot. Children do not open the door to anyone; this, and other simple 'house rules' keep them safe and secure. By practising an evacuation drill children become familiar with the routine and able to respond quickly in the case of any emergency.

Children are emotionally prepared for transitions and changes and they become used to sharing the attention of the childminder with other children when attending toddler groups. This forms part of the weekly routine and allows children to develop resilience, and an understanding of acceptable behaviour, as they understand the simple and consistently applied behaviour management strategies. Competence in self-care develops as children gain independence in feeding themselves and using the bathroom, sensitively supported by the childminder. Children are praised for kind and thoughtful behaviour, such as sharing or helping to tidy up, which encourages them to think about the positive effects of their own behaviour on others.

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

The childminder is experienced and takes a professional approach to her work. She keeps up to date with new ideas in the field of childcare and child development by researching, reading, attending courses and exchanging ideas with other childminders. Her dedication and commitment to maintaining her high standards ensure that children's needs remain her top priority. By seeking the views of parents and the older children who attend she is able to respond to their ideas to bring about improvements. The younger children express their ideas through play and when the childminder talks to parents she finds out what the children are interested in.

The childminder has a good understanding of the safeguarding and welfare requirements, which enables her to care for children safely and have regard to their welfare. She has completed training in child protection so she can respond appropriately to any concerns. The childminder is confident in making a referral to the appropriate authorities if she feels children may be at risk of harm or neglect. Her policy explains her responsibilities in detail and outlines the procedures that are followed, so parents can be reassured that their children are consistently well cared for. Children's safety and welfare have the highest

priority and their needs always come first. The childminder uses the available space in her home very effectively to provide children with an environment they can use imaginatively. The clear floor space allows them to set out the toys and create scenarios, such as the dinosaur park or train track. All toys are stored in clear, labelled boxes for easy access and identification, aiding children's independence and allowing them to choose freely.

The childminder has very good organisational skills and manages her busy routine well. She incorporates active and quieter times, outings and routine events including taking and collecting children to and from school. This ensures all children's needs are met well. Parents report that they are highly satisfied and have great confidence in the childminding arrangements. They say that the children are always eager to attend and do not want to go at the end of the day. A full set of policies and procedures covering all aspects of care are given to every family so they have a clear idea of how the childminder operates and meets requirements. Good communication, both face-to-face and by text ensures a two-way flow of information and ensures that children's developing needs are managed well. As yet, the childminder has not experienced any partnership working with outside agencies, but she is aware of how she can seek support and work with parents and other professionals to help all children who need additional support to make progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	201877
<b>Local authority</b>	Essex
<b>Inspection number</b>	817964
<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>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/12/2010
<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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