

Inspection date

Previous inspection date

07/11/2013

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

- Teaching is good. The childminder has a firm understanding about how children learn and relates this effectively to the seven areas of learning. She uses precise and clear observations of the children's play to identify their next steps in learning and plans fun and challenging activities based on this knowledge.
- Children are well protected as the childminder demonstrates a secure knowledge of how to protect the children in her care. She attends appropriate training to ensure that her safeguarding knowledge is well maintained.
- The childminder knows the children in her care well and effectively follows their individual learning styles when planning how she uses her environment to enhance children's development.
- Partnerships with parents and others are good. The childminder has effective systems for communicating with parents and other early years settings that children also attend.

It is not yet outstanding because

- Opportunities to support children in exploring information and communication technology have not yet been consistently embraced.
- There is scope to improve the range of resources and activities on offer to strengthen children's knowledge of nature and the natural world.

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 lounge and dining area and viewed all areas of the home used for childminding purposes.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at a range of records and documentation, such as, children's records, information about children's learning, written policies, written risk assessments, accident and medication records and a selection of other relevant documentation.
- The inspector took account of the views of parents through written comments and feedback.

Inspector

Lynn Hughes

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 two children aged eight and five years in a house in Witham, Essex. The whole of the ground floor, the bathroom on the first floor and the rear garden are used for childminding. The family has a goldfish as a pet.

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

- support children in using a range of information and communication technology equipment to include cameras, compact disc players and programmable toys to enhance their explorations
- enhance children's already good understanding of the world by offering a range of activities, which will encourage children's interest and curiosity in the natural world, for example, by exploring bugs and other living things.

Inspection judgements

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

The childminder's knowledge of how children learn, enables her to provide the children in her care with a wide and exciting range of activities, which are tailored to meet their individual needs. She uses her clearly logged observations of children's play to identify their next steps in learning and to plan challenging and stimulating experiences for them. Effective assessment procedures enable the childminder to keep parents fully informed of their children's progress. She conducts a comprehensive baseline assessment of the children, who enter her care and shares this with parents. Ongoing summative assessments are also shared with parents and effectively track children's progress towards the early learning goals.

Children enjoy their time with the childminder. They participate in a wide range of fun experiences indoors and outdoors. Their creative skills are effectively promoted by the childminder providing them with interesting materials. For example, they decorate special boxes with glitter, paper and wooden buttons. However, when the childminder reminds them of the leaves they found on their walk that morning, they turn their creative talents to decorating their boxes with these too. The childminder actively follows their interests and encourages them to make choices and decisions about their learning. Children move confidently from the indoor environment to the outdoors, where they access a further range of toys and play equipment, which is presented in a large outbuilding in the garden. This provides an exciting den and playhouse. Children have some opportunities to explore nature and wildlife when they dig in the childminder's garden. However, there is scope to improve the opportunities to fully explore bugs, wildlife, growing and planting.

The extensive range of activities children participate in enable them to develop good communication skills. For example, their language skills are effectively promoted by the childminder using clear and appropriate language to extend their thinking. Skillful questioning, provides good opportunities for children to think about the activity they are embarking upon. They consider their answers carefully and communicate their thoughts to the childminder. Children's interests are effectively followed by the childminder, who considers their individual likes, dislikes and learning preferences when planning appropriate activities. For example, children, who enjoy trains are taken on a train ride at a local seaside pier. This provides exciting opportunities to talk about the train and to use the experience to extend children's thinking and discussions. A review of the interests of the current cohort of children the childminder is caring for has identified that some children are showing a keen interest in information and communication technology. The childminder has some resources, which help to promote this aspect of their learning. However, the childminder is aware that her provision could be further enhanced to enable children to fully explore their technological thinking. Children are effectively prepared for school as the wide range of experiences they participate in enables them to learn skills, such as dressing and undressing, writing recognisable letters and learning to focus and concentrate.

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

Children are settled, relaxed and comfortable in the childminder's care. Effective settling-in procedures have been established. The settling-in procedures are based on the needs of the children and families and provide a firm and secure base to aide a smooth transition between home and the childminder's care. Children form very good relationships with the childminder and her family as the childminder is very knowledgeable about the children in her care. She promotes their emotional well-being effectively by establishing a clear understanding about their home life and using positive praise and encouragement to build strong and confident young people. Children behave well in the childminder's care as she effectively and gently reminds them of the behaviour that is acceptable in her home. For example, they learn to share and take turns under the watchful supervision of the childminder.

Children's health and well-being are actively promoted through the childminder's clear policies and daily practices. They experience fresh air and exercise daily when they freely access the childminder's garden and when they go for trips to local parks and woods. Outdoor experiences enable children to develop strong physical skills, such as catching, throwing and negotiating space when they move quickly. Children enjoy nutritious and well-balanced snacks and meals during their day, as the childminder encourages them to make healthy choices. They remain well hydrated as the childminder ensures they have fresh drinking water available at all times. Children's daily routines are effectively followed to ensure that their personal needs are met. Children sleep in accordance with their home routines and rest when they need to.

The childminder's home is welcoming and attractive to children. She presents a good range of toys and play materials in clear plastic boxes in her lounge for easy access. Children learn about keeping themselves safe as the childminder reminds them to tidy the toys away when they have finished playing with them, so they do not trip. They enjoy the freedom of being able to move confidently between the childminder's house and the garden and out-building. The wide and exciting range of activities offered to children enables them to develop secure skills to prepare them for their next stages of learning. For example, their social skills are promoted by the childminder taking them to a range of toddler groups and childminder meetings. This prepares them for meeting new people in their lives and dealing with new experiences.

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

This is the childminder's first inspection since registration. The childminder demonstrates good knowledge and understanding of how to protect the children in her care. She has completed relevant training on safeguarding children and updates her knowledge through the internet, current literature and through discussions with other local childminders. All adults living on the premises are vetted and proof of their suitability is available for inspection. Children play and learn in a safe and secure environment as the childminder effectively risk assesses her home each day before the children arrive. She conducts thorough risk assessments of outings and trips prior to embarking upon them.

The childminder effectively monitors her provision to ensure that her educational programme has breadth and depth and is tailored to meet each child's individual learning needs. A precise knowledge of each child's stage of development enables the childminder to effectively identify any gaps in their learning and to seek appropriate interventions to support their ongoing development. The childminder uses self-evaluation and reflective practice to review all other aspects of her childminding service. This enables her to effectively monitor her provision. The childminder demonstrates a firm commitment towards further improving her childminding provision and has plans in place to complete additional training to help enable her to do this.

Partnerships with parents and others are secure. The childminder works closely with parents to establish a clear understanding of their children's needs. She provides parents with comprehensive information about her childminding provision. Informative daily diaries

are shared between the childminder and parents, providing a good opportunity for the childminder to keep parents actively informed about their child's day and the range of activities they have participated in. Parents are provided with regular written summative assessments about their child's progress. This enables them to play an active role in identifying their children's next steps in learning. The childminder works closely with other early years settings that children attend. She meets with their key person and shares information about how the children are progressing in her care. This enables her to complement the learning that takes place in all areas of the children's lives.

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

Unique reference number	EY462634
Local authority	Essex
Inspection number	920873
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	8
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

