

## Inspection date

Previous inspection date

11/12/2013

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 provides a safe, warm and welcoming family home where children and babies learn effectively through play and exploration.
- Children and babies make good progress as the childminder promotes their communication and language skills well. She teaches children rhymes and songs, which encourages listening and develops their vocabulary.
- Children are safeguarded as the childminder has a strong understanding of her responsibility to protect the children in her care. She uses clear policies, procedures and her own good practice to promote children's safety and well-being.
- The childminder successfully evaluates her provision and continues to develop her knowledge, in order to enhance children's learning and development.

### It is not yet outstanding because

- There is scope to improve the opportunities for parents to contribute observations on children's learning so this shared knowledge can be used to help plan and share ideas about how to move children forward.
- Opportunities for children and babies to play imaginatively or extend their knowledge of the natural world through outdoor play in the garden, have not been fully explored.

## 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 indoor learning environment and conducted a tour of the premises.
  - The inspector carried out a joint observation of an activity with the childminder.
  - The inspector held discussions with the childminder and children.
  - The inspector viewed the children's development records.
- The inspector saw evidence of suitability and qualifications of the childminder, risk assessment, self-evaluation, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents from references obtained by the childminder.

## Inspector

Patricia Champion

## 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 child aged one year. They live in a house in a village on the outskirts of Dunmow, Essex. The childminder uses all areas of her home and the rear garden for childminding.

The childminder regularly attends a local toddler group and activities at the local children's centre. There are currently two children attending who are within the early years age range, both of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. She walks to the local school to take and collect children. The childminder provides care all year round from 6.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

### Inspection judgements

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

Children are very happy, curious and confident in their play. Due to the childminder's sheer enthusiasm for her role, the children are introduced to very positive learning experiences and above all, they have lots of fun as they learn. Children access a good range of stimulating resources, most of which are stored at child height to promote their independence and choice in play. Cosy spaces are provided where children can access books for pleasure or listen attentively to stories. Resources portray positive images of diversity and children listen to tunes sung in a variety of languages to help them develop their understanding of the wider world. The childminder continually extends and rotates her play materials so that activities are in tune with children's current interests and capabilities. Babies regularly come across new and interesting challenges. They particularly enjoy open-ended activities using tactile materials they can manipulate and explore using all their senses. For example, the childminder has devised a range of sensory treasure baskets containing items of varying textures and colours and babies eagerly investigate and explore how elements, such as, jelly feel in their fingers or mouth.

Teaching is good as the childminder interacts at a high level with the youngest children, repeating words and sounds back to them to help them speak and increase their vocabulary. This effectively supports babies to communicate and they become motivated to acquire the necessary skills in readiness for the next stage in their learning. The childminder makes sure that children's days include a good variety of outings where they meet other people, use alternative play equipment and explore their local environment. However, the garden is not currently used to its full potential. Consequently, the childminder is not yet consistently introducing high quality activities that encourage children to investigate and explore the natural world or to use their imagination through

outdoor play. She acknowledges that this is an area she wishes to develop, in order to give children a full range of learning opportunities.

The childminder makes regular observations of the children engaged in activities and uses these to plan for their next steps. For example, the childminder notices that babies enjoy listening and moving to music. Consequently, she takes them to 'rhyme time' at the local library and has introduced a box with musical instruments to enable babies to explore sounds. This means that young children learn to accompany Christmas songs with jingling bells. Planning and assessment works well to provide parents with an overview of their child's progress on a regular basis. Learning journals depict children's enjoyment and achievement through a delightful range of photographs. Observations show clear links to all areas of learning and an effective method of monitoring children's progress ensures any gaps in learning are identified. The childminder is well aware of the requirement to complete a progress check for children when they reach the age of two. Parents become involved in their children's learning when they provide photographs of familiar adults or pets, to enable the childminder to promote young children's speech and language skills. They also borrow specific play equipment that fascinate babies so they can continue learning at home. However, there is some scope to further strengthen parents' involvement in their child's learning by encouraging them to contribute their observations to the development records, to provide useful information for assessments and future planning.

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

Children and babies are warmly welcomed into the nurturing and caring environment. They settle well in the childminder's care. They show, through their play and interactions with the childminder, that they feel secure and develop a sense of belonging. The childminder is attentive to their individual needs and talks confidently about their unique characteristics. She tunes in sensitively to their needs, for example, she is aware of the signs when a baby is getting tired or needs reassurance with a cuddle. The childminder works well with parents and places a good focus on settling-in procedures. Key information is obtained from parents about children's routines and care needs right from the start. The childminder gives children time to become familiar with the environment and confident in their surroundings. She also takes children to local toddler groups to increase their confidence in social situations. This means that there are plenty of opportunities for them to see and mix with other children. This prepares them for the next stage in their learning, for example, when they start pre-school or nursery.

Children's health is well promoted. The childminder works very closely with parents to ensure children's individual medical needs or dietary requirements are recognised and met. She encourages children to learn and understand how to keep themselves fit and well and ensures children gain fresh air and exercise each day. There is ample space for babies to practise their developing mobility by crawling or pulling themselves to standing positions. Young children also develop their physical skills as they use a variety of wheeled toys or go on walks in the local community to the park. A high standard of cleanliness is maintained in the premises as everyone removes their outdoor shoes on entry. All play

materials are clean and safe for young children and babies to explore with their hands or mouth. Nappy changing is hygienically undertaken. Snacks, meals and refreshments are readily available and nutritious and the childminder chats to children about making healthy options, such as eating fruit. There are very good arrangements organised within the daily routine for children to sleep soundly and undisturbed.

The childminder is kind and gentle in her approach. She praises the children regularly for their efforts and achievements, which successfully promotes their self-esteem. She helps young children learn to share toys and take turns and provides clear explanations, which help children understand what she expects from them. The childminder also teaches the children about the 'house rules' and why these are in place to keep them safe. She encourages babies' awareness of safety by talking to them as she makes sure they are secure in their high chairs. In addition, evacuation plans are regularly practised with all children so that they know how to swiftly exit the premises in the event of an emergency.

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

The childminder has a good knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. She has successfully implemented written policies and procedures that outline all aspects of the care she provides to promote children's welfare and safety. The childminder demonstrates an effective understanding of safeguarding procedures. She has access to local child protection guidelines to ensure she is fully aware of the procedures to follow in the event of a concern regarding the abuse or neglect of children. All adults in the household have undergone relevant vetting and checking procedures to ensure children's safety. The environment is inviting and well organised, presenting a welcoming and appealing setting where children independently choose resources and access all areas. A comprehensive risk assessment procedure is in place, which the childminder reviews regularly to ensure that any potential hazards are kept to a minimum to promote children's ongoing safety. Risk assessments cover all aspects of the premises, garden and include outings away from the home setting. This means that children remain safe and comfortable.

The childminder is committed to ensuring children make good progress in all aspects of learning and development. She uses her good knowledge and understanding of the learning and development requirements to support babies and children in developing the skills to support their future learning. Although the childminder has only been minding for a relatively short time, the monitoring of the educational programmes works well to ensure children achieve and make good progress towards the early learning goals. The childminder uses written self-evaluation efficiently in order to reflect on her practice. She effectively identifies areas for further development and keeps up-to-date with current childcare trends by attending cluster meetings with other childminders and her local authority advisor. The childminder also constantly develops her knowledge of how young children learn by attending training courses and relishes finding new ideas to help children develop through play activities.

Children benefit from the positive partnerships with parents. Important notices are displayed and very thorough information is recorded in the daily diaries about daily care routines and the activities the children have participated in. Parents are given a welcome pack with copies of the policies and clear contracts are provided that detail the business arrangements. The childminder obtains the views of parents to develop her service. Parents say they value the way the childminder communicates with them and appreciates the wide range of activities and outings she provides. The childminder also understands her role to work in partnership with other providers and schools, when the need arises. Younger children accompany the childminder to the local school when she collects older children. This helps younger children to become familiar with the school environment and means that children are supported in making transitions as they become of school age.

### **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>	EY464283
<b>Local authority</b>	Essex
<b>Inspection number</b>	924752
<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>	5
<b>Number of children on roll</b>	5
<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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