

## Inspection date

Previous inspection date

19/12/2013

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

- Teaching is good as the childminder plans activities in tune with the children's needs and interests, ensuring children make effective progress in all areas of learning.
- The friendly interactions between the childminder and children help them to form secure attachments and really enjoy their time at the childminder's home.
- The childminder ensures that children are safe within her home and on outings through the use of effective risk assessments and a secure knowledge of safeguarding children.
- The childminder has developed very good relationships with parents and other early years professionals. This means that children are very well supported and a highly consistent approach to their care and learning is undertaken to support their good progress.

### It is not yet outstanding because

- There is scope to extend the opportunities for children to explore new things and experiences by offering a greater variety of sensory, messy and open-ended materials.
- The opportunities for children to investigate and explore natural materials and things that grow in the garden, have not been fully embraced.

## 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 carried out a joint observation 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, self-evaluation, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents from responses to questionnaires obtained by the childminder.

## Inspector

Patricia Champion

## 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 and child aged one year. They live in a house in Braintree, Essex. The childminder uses the whole of the ground floor and the rear garden for childminding. The family keep fish in an aquarium, as pets.

The childminder attends a local toddler group and activities at the local children's centre on a regular basis. She walks to the local school to take and collect children.

There are currently three children attending who are within the early years age range, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. The childminder operates all year round from 7am to 7pm, 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:

- extend young children's active learning by providing more open-ended, messy and sensory materials for them to investigate and explore
- enhance the opportunities for children to investigate the natural world and explore the growth of living things through outdoor play in the garden.

## Inspection judgements

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

Children make good progress as the childminder has an in-depth knowledge of how young children learn, gained through her previous teaching experiences. She uses purposeful and developmentally appropriate resources, to enable her to provide a good level of challenge appropriate to children's age and stage of development. In the playroom, there is a wide range of accessible toys, to enable children to play and explore independently. The good quality equipment is stimulating and fun. It attracts and holds children's interest and supports their development. Teaching is good as the childminder makes sure that her activity planning is guided by children's interests and their preferred learning styles. For example, when the childminder identifies that children are particularly interested in animals she ensures they have access to small world figures and books that enthral them. There are plenty of puzzles accessible so children develop their problem solving skills and

they enjoy looking at books for pleasure. Children learn about shapes as they decorate a Christmas tree. However, there is room to enhance activities that promote investigation, exploration and experimentation, for example, by providing more sensory, messy and open-ended resources for children to discover.

Interaction is very good. The childminder recognises when children are absorbed in play and when the opportunity arises, she joins them to extend their language development. The use of open questions encourages the children to join in conversations, share their ideas and views and develop their understanding of how verbal interaction takes place. For example, the childminder encourages children to talk, listen and take turns. This means that children are beginning to communicate confidently and clearly. They are very curious, eager and particularly excited when sharing what they are learning with visitors. For instance, they enthusiastically share the words and actions when singing about the 'Dingle Dangle Scarecrow'.

The childminder has high expectations for children. Thorough initial and ongoing assessment identifies children's capabilities, interests and what they need to do to progress. The childminder frequently shares her observations, accompanied by a delightful range of photographs, with parents to involve them in their children's learning. She is fully aware of the requirement to complete a progress check for children when they reach the age of two. The sharply focused assessments mean that children are acquiring the skills, attitudes and dispositions they need to be ready for the next stage in their learning. Outings and outdoor play are a major contribution to children's overall development. Each morning children explore the local environment or visit social groups. The children also have access to a secure garden where they can actively play. However, the childminder has recognised she is not making the best use of her garden, as she has not yet fully promoted opportunities for children to learn about the natural world and how things grow.

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

Children feel emotionally secure and very welcome in the childminder's home. They have a strong sense of belonging because the childminder is proactive in ensuring that they can easily access resources and feel comfortable. Children know where to hang their coats and find items they have brought from home. Toy boxes have labels and pictures so that children can select and make choices in their play. Child sized furniture is provided so that children can eat and play in comfort and safety. The childminder knows the children well. She bonds with them sensitively and her positive role modelling enables the children to remain happy and content in her care and build trusting and secure relationships with her. This promotes positive behaviour because as they become independent they are able to support each other and take turns sharing toys.

The gradual settling-in sessions mean that children are supported well during the initial transition from home. The childminder has a good understanding of how to support children's individual needs. She gains information from parents when children start, about their interests and care routines. The childminder also gathers important information about the children's medical needs or special dietary requirements to ensure they remain healthy and safe. The childminder has attended the mandatory paediatric first aid course.

This means she can deal with any accidents or minor injuries, in an approved way. Children adopt healthy lifestyles as the childminder encourages children to be active. Physical play opportunities in the garden are good and they walk to the parks in the immediate area, and take part in sessions at the local children's centre. Children eat nutritious food supplied by parents and supported by the childminder. She supports and encourages the children to learn how to eat independently and drinks are available at all times so they do not become thirsty. Children follow good hygiene routines. For example, they know to clean their hands before eating and learn to put their hands over their mouths when they cough.

Children's safety is given priority as the childminder ensures they learn to use tools, such as scissors carefully. The childminder practises emergency evacuations with the children and talks to them about road safety on the walk to school to collect older children. This also helps smooth transitions to school as they know where they are going for their future learning. Regular visits to local playgroups allows children the opportunity to play with other children and develop friendships, which also helps them to be ready for their next stage in learning.

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

The childminder demonstrates a very good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. Although the childminder has only been registered for relatively a short time she has successfully developed policies, documents and records that support her good childcare practice. She is meticulous in her record keeping and ensures that all documentation is purposeful and effective. The childminder is fully aware of her safeguarding responsibilities. There is a clear policy, which outlines the procedures in place in the event of a safeguarding concern, which she shares with parents. The childminder undertakes effective risk assessments of her home and of any outings and puts effective measures in place to minimise any potential hazards.

Children really benefit from the care of a motivated childminder, who is also a qualified teacher. Her previous experiences, and her more recent childminding training, have a very positive effect on the quality of the environment and activities provided for children. She is a very reflective practitioner and plans for the future are well-targeted to bring about further improvements to children's learning and development. Self-evaluation includes a detailed analysis of current practice and includes clear aims, such as attending further training and developing the use of the garden. Activity planning is regularly evaluated and reviewed to ensure that the educational programme is enthusiastically developed with fresh ideas. In addition, children's progress is closely tracked and monitored to ensure there are no gaps in learning.

The childminder acknowledges the importance of building close partnerships with parents. She has effective relationships with them and they share information about learning at home so that the planning for the children's next step plans can be personalised. Parents sign clear contracts and consent agreements so they fully aware of the care and business arrangements. Detailed daily diaries are written with lots of positive comments about care

routines and anecdotal evidence of children's participation in activities. Parents are invited to make comments and suggestions on the care provided. Without exception, all praise the childminder on the play environment, and appreciate how their children have developed in 'leaps and bounds'. Links with other professionals, such as childminding colleagues and local authority advisors are becoming well established and ensure the childminder is continually updated on current childcare issues and trends. The childminder is also developing links with teaching staff at the nearby primary school, to promote continuity in children's care and learning when they start full-time education.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY463773
<b>Local authority</b>	Essex
<b>Inspection number</b>	924549
<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>	3
<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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