

Inspection date	16/01/2014
Previous inspection date	08/11/2011

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

- The childminder provides a safe, warm and welcoming family home where children and babies learn effectively through play and exploration.
- Planning and assessment arrangements are good. This means that activity plans and play experiences are individually tailored so that children are effectively challenged and that they make good progress.
- Good, purposeful interactions between the children and the childminder ensure that children are consistently learning through a range of daily experiences and play opportunities.
- The childminder works well in partnership with parents and others. This makes sure that the children receive good continuity of care and are supported in preparation for future moves into pre-school or school.
- The childminder is committed to developing and extending her knowledge and practice in early years. This means that the quality of care continues to improve.

It is not yet outstanding because

- Opportunities for children and babies to extend their knowledge of the natural world through outdoor play in the garden, have not been fully explored.
- There is scope to improve opportunities for parents to share information about children's learning in the home and for the childminder to use this information to plan more precisely for future activities and learning.

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 spoke with the childminder and interacted with children at appropriate times throughout the inspection.
- The inspector carried out a joint observation of an activity with the childminder.
- 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 written testimonials obtained by the childminder.

Inspector

Lisa Paisley

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, one adult child and one child aged 15 years in a house in Basildon, Essex. The whole of the ground floor, one upstairs bedroom and the rear garden are used for childminding. 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 three children on roll, one of whom is in the early years age group and attends for a variety of sessions. She provides care 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:

- enhance the experiences that support and extend children's understanding of the natural world
- extend the information shared with parents with regards to children's learning in the home and use this information to inform future planning and learning experiences.

Inspection judgements

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

Children are happy, confident and curious in their play. This is because the childminder thoroughly enjoys working with children and she organises her home to provide positive learning experiences and for children to have fun. Children are able to make choices about their play as they are able to access a range of resources safely and independently and they are given the space and time to explore the purpose and functions of toys, such as play phones. There are cosy spaces for children where they are able to access books for pleasure or listen attentively to stories. This particularly supports younger children when they are tired and they need some cuddles and reassurance. The childminder continually extends and rotates her play materials so that activities are in tune with children's current interests and capabilities, for example, wheeled toys and dolls. 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 some treasure baskets containing items of varying textures and sensory activities so that babies eagerly investigate and explore how materials, such as, shaving foam feel in their fingers.

Teaching is good. This is because 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, such as, to the local toddler groups and the park. This enables babies and children to meet other people, use alternative play equipment and explore their local environment. However, how the childminder promotes the natural world and uses the garden area for children to investigate, explore and learn, for example, about growing and looking after plants and flowers, is not yet fully developed. The childminder acknowledges that this is an area she wishes to develop, in order to give children an enhanced range of learning opportunities.

The childminder makes regular observations of the children engaged in activities and uses these to plan for the next steps in their learning. For example, she provides a range of nursery rhymes and musical instruments for young children as they are beginning to show an interest in rhythm and a range of sounds. 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 and written notes. 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. Parents are involved in their child's learning as the childminder shares a range of information with them, such as, observations and next steps in learning. However, there is scope to further strengthen parents' involvement with regards to sharing information about children's learning in the home, so that the childminder can use this information to ensure greater precision when planning play activities and experiences. The childminder is well aware of the requirement to complete a progress check for children when they reach the age of two and systems are in place for the childminder to use when required.

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

The childminder provides a warm and nurturing environment for children, where good relationships and attachments are made. Children show this through their play and their sense of belonging as they can be active and curious at times and on other occasions they want cuddles and reassurance when they are tired. This means that babies and children's emotional well-being is effectively supported and that children are confident and happy in the care of the childminder. She is attentive towards children's individual needs and the childminder talks confidently about their unique characteristics. The childminder tunes in sensitively to their needs. For example, she is aware of the signs when young children are tired and when they want a drink. The childminder works well with the parents, as she makes sure that there are settling procedures so that she is able to get to know the

children's individual routines and care needs from the start and that parents have a clear understanding of her role and how she meets the needs of the children. Babies and young children go to local toddler groups as the childminder understands the importance of developing children's 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. Young children have good opportunities to 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. A cleaning rota is in place for all areas of the home, including equipment and play resources. This means that babies and young children are able to explore with their hands or mouth, limiting the risk of cross-infection. Snacks, meals and refreshments are readily available and nutritious and the childminder ensures that young children have healthy options as there are lots of opportunities to eat fresh fruit and vegetables, including organic smoothies. There are very good arrangements organised within the daily routine for children to sleep soundly and undisturbed.

The childminder is a positive role model and she is kind and gentle in her approach. Children receive lots of praise and encouragement for their efforts and achievements, which successfully promotes their self-esteem. She helps young children to play with toys, such as, building a tower of bricks and provides clear explanations, which help children understand what she expects from them. The childminder also teaches the children about being safe in the home, such as, not running inside and she encourages young children's awareness of safety by talking to them as she explains that they need to sit safely on chairs. In addition, fire 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 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 has a good understanding of her role in safeguarding children as she is fully aware of the procedures to follow in the event of a child protection concern. All adults in the household have been vetted and there are good checking procedures to ensure children's safety. The home environment is organised well so that it is warm, welcoming and child friendly and children are able to independently access resources and play equipment. Risk assessments are comprehensive and cover all aspects of the childminding, for example, outdoor play and outings away from the home. This means that children remain safe and comfortable.

The childminder is committed to and has worked hard in developing her childminding

practice so that children receive good quality play and learning experiences and that they are making good progress. Since the last inspection, the childminder has acted on the previous actions and recommendations and as a result, she improved the quality of care and learning that is provided for children. There is a good focus to develop and keep up-to-date with childcare practices. The childminder has recently updated her first-aid training and she is booked on an 'Early language development programme' course, to further extend her knowledge and practice in language and communication for young children. The childminder uses self-evaluation efficiently to help her reflect and monitor her practice. She also has support and seeks advice from the local development officer and other registered childminders. This further supports the childminder's practice.

There are good relationships with parents, which helps support children in the childminder's care. Important notices, such as, safeguarding and the registration certificate is displayed and thorough information is recorded in the daily diaries about care routines and activities that children have taken part in. Parents are given an information pack and a range of written policies and procedures, written parental consent forms are in place and there are clear business contracts. This ensures that parents fully understand the childminder's role. Parents say that they value the service that the childminder offers, children are safe, they are fully informed about children's care and learning and that children are making good progress. 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 come of school age.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY374753
Local authority	Essex
Inspection number	821354
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	08/11/2011
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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