

**Inspection date**

20/01/2014

Previous inspection date

Not Applicable

**The quality and standards of the early years provision**

**This inspection:**

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

**The quality and standards of the early years provision**

**This provision is outstanding**

- The childminder has a superb knowledge of the Early Years Foundation Stage. She supports children exceptionally well by offering an inspiring range of learning opportunities. This means that all children make rapid progress in all areas of their learning and development.
- An incredibly inspiring learning environment welcomes children. Child accessible, quality resources enable children to explore and make decisions about their learning.
- Children have made secure emotional attachments with the childminder and her family. As a result, children show confidence and are very eager to join in games and initiate their own play.
- The childminder gives the safety of the children the highest priority. Robust procedures are in place to ensure children's welfare is safeguarded.
- The childminder strives for excellence and reflects on all areas of the service she provides. She is committed to training and the continuous improvement of her setting.
- Highly effective partnerships have been established with parents, therefore, children's individual needs are swiftly identified and supported.

## 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 and outdoor learning environment and toured the premises.
- The inspector held discussions with the childminder and the children.
- The inspector viewed a sample of the children's development records.
- The inspector viewed evidence of qualifications of the childminder, risk assessments, policies and procedures and other documentation in relation to health and safety checks.
- The inspector viewed written comments from parents.

## Inspector

Lynn A Hartigan

## 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 in a house in Braintree, Essex with her husband and one child aged 17 months. The whole of the premises 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 school. The childminder works with an assistant. The family has a dog as a pet.

There are currently seven children on roll, of whom four are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 6am until 9pm Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder provides funded early education for three- and four-year-old children.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- develop further ways to work in partnership with other early years settings children attend.

## Inspection judgements

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

The childminder has an excellent knowledge of the learning and development requirements and is, therefore, able to effectively support children in making rapid progress in all areas of their development. The provision of an inspirational indoor learning environment and high quality, accessible resources means that children are motivated and become effective learners. Children's learning is rapid taking into account their starting points because the childminder is very secure in her knowledge of how to support children's individual needs. Working in partnership with parents means that accurate and precise assessments of children's abilities are made and the childminder is able to effectively support children through their play. The childminder has very high expectations for all children in her care and their individual learning needs are given the upmost priority. This is successfully achieved through a wide variety of adult-led and child-initiated play. For example, children become engrossed in a shopping game. They have immense fun packing their bags with goods, which they have bought using money. The environment is rich in language and the childminder encourages conversation within everything the children do. She discusses the prices of items in the shop and introduces mathematical language into the game. Children count money and complete simple sums.

When the cash register breaks, the childminder is skilful in encouraging children to problem solve and think for themselves. For example, asking questions, such as 'why do you think it's broken' and 'what can we do to fix it'. Children of all ages show excitement and pleasure and make very good attempts at speaking.

Children are very busy and keen learners. They are inquisitive and explore confidently selecting high quality resources from the bright well-stocked playroom. The home is exceptionally welcoming. Children self-register using their photographs. They have their own coat pegs and storage areas, their artwork is displayed and this creates a real sense of belonging. Visual prompts, signs and superb posters that depict diversity are displayed around the home. Numbers and print, which includes labels in dual languages are in abundance. Children enjoy fresh air and exercise whenever they choose as they play in a well-resourced garden that leads from the playroom. Young children make very good attempts at putting their shoes and coats on and their independence skills are fully supported. They have immense fun throwing numbered bean bags with precision into corresponding hoops. Children confidently show visitors seeds they have planted. They dig in mud and use large chalks on chalks boards on the fence to make marks. Toddlers and babies show fascination as they explore shells, feathers and pine cones in the garden. The childminder offers a wealth of natural play materials for open-ended play. Children are very confident and are able to manage their own personal needs. For example, they freely access drinks when they are thirsty. Children make independent choices about their play. They listen carefully to instructions and work well together, very young children learning to share. These are all necessary skills for future learning and entering school with ease.

The childminder keeps extensive, well-organised and meaningful documents of the children's progress. Observations are supported with photographic evidence. The childminder is able to demonstrate her understanding of the importance of a progress check at age two years. Parents are fully involved in these and their children's initial assessments and next steps in learning. For example, parents complete a rigorous 'all about me' document when minding commences. The childminder makes great effort to keep parents updated on their children's progress. Information is provided regarding the learning outcomes. Superb opportunities are embedded in practice for parents to continue and support their children's learning at home. For example, they are able to borrow excellent books and resources. The childminder's practice is inspirational and she shows genuine delight and pleasure in helping children develop and have fun in her care.

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

The childminder takes time finding out about the children's individual needs and knows them exceptionally well. Therefore, children have formed very secure attachments with the childminder, her family and her assistant. This provides an excellent foundation for their emotional well-being and future learning. Children are able to play in a most welcoming, homely and caring environment. They demonstrate confidence and move purposefully around the home. Children's routines are thoroughly discussed with parents before children attend and robust notes are made to ensure these are met. The childminder ensures parents are able to attend settling-in sessions with their child as often as they like to ensure children settle well. This helps children to make a smooth and

successful transition from home into the childminder's care and enables them to explore and try new things confidently.

Children's behaviour shows that they feel very safe and secure. Mirrors are displayed for children to view themselves. Words displayed, such as happy and sad prompt older children to think about their feelings and discuss what makes them comfortable at the setting. Even very young children demonstrate good behaviour as they happily chatter and giggle throughout their play. This is because the childminder ensures exciting activities are offered, resources are plentiful and interest children and she is a superb role model. Highly stimulating interaction enables children to communicate very well and the childminder offers clear explanations to them in everything they do. They happily approach the childminder for cuddles when they need reassurance or are sleepy. Children are developing an understanding of how to keep themselves safe. For example, they are reminded to walk down the slope in the garden, so that they do not fall and hurt themselves. Children are supervised closely at all times and the childminder, on occasions works with an assistant. This is due to the childminder giving the highest priority to the safety of the children while allowing them freedom to explore and experiment for themselves. Children are able to rest and sleep uninterrupted. Comforters and cuddles are offered to settle them as they sleep in their own cots. The childminder's procedure to monitor the sleeping child is robust. For example, they are regularly checked and a video baby monitor is also used to ensure their safety while asleep.

Children are knowledgeable about the importance of a healthy lifestyle and the childminder gives upmost priority to promoting healthy eating. An excellent variety of fresh home-cooked meals are available and detailed on a menu board for parents' information. A wealth of information is also displayed regarding healthy foods. Children's individual dietary needs are considered when planning meals. Children are able to make choices about the food they eat. For example, young children choose freshly baked home-made bread, ham and fruits for lunch. Children learn about the importance of exercise and fresh air as they have daily access to outdoor play. They are encouraged to tend to their self-care needs as soon as they are able, such as washing hands at appropriate times and helping themselves to tissues to blow their nose. Children regularly socialise in community groups, enabling them to be very well prepared, confident and independent in new situations. Children become familiar with the school environment as they often visit school to collect their friends. The childminder is fully aware of the importance of emotionally preparing children for starting school and supporting the process of transition to ensure it is a positive experience.

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

The childminder demonstrates a robust and thorough understanding of her role and responsibility to safeguard children and promote their welfare. The childminder ensures that her assistant's knowledge is also secure. The childminder has a secure awareness of safeguarding procedures and how to report any concerns regarding child protection. All relevant checks have been completed and the childminder has attended all appropriate training. Completion of rigorous risk assessments means children play in a home that is

safe and securely maintained. Children are safe and know what to do in emergencies. For example, they regularly participate in evacuation procedures, so that they know what to do in the event of a fire. Although, the childminder has only been working for a short while, she has a very secure understanding of the Early Years Foundation Stage. This means a broad range of learning experiences are offered to the children in the seven areas of learning in both the indoor and outdoor environment. Precise and accurate monitoring of the children's progress by the childminder means that children are consistently challenged to ensure they reach their full potential. The childminder has very high expectations for all children in her care.

The childminder is very critical and reflective of every aspect of the service she provides. A rigorous self-evaluation process is in place. The childminder effectively demonstrates her commitment toward continuous improvement and has set realistic action plans for the future. This includes attendance at further training courses, such as 'schemas' and 'ENCO' training, to further enhance her understanding of how children learn. The views of parents and children are positively encouraged and contribute towards the drive to improve the overall quality and outcomes for children. For example, older children write letters to contribute to the inspection. They detail the exciting fun time they have and all the activities they are offered. Parents' written comments suggest that they are extremely happy with the progress their children make, the superb partnership working and the support and feedback they receive regarding their children. Commenting that the childminder is professional, caring and very approachable.

The childminder is able to quickly identify children's needs as she has established highly effective partnerships with parents. Preferred methods of communication are discussed and the childminder supports this choice. For example, information about the child's day is fed back verbally, recorded in day books, paper newsletters are offered and are also sent electronically along with all the policies and procedures. The childminder has an exclusive social network site page for parents that details her setting, relevant information and activities offered. A very informative welcome pack is offered to parents and includes superb information regarding the Early Years Foundation Stage and the characteristics of learning. Very good links have already been established with local schools and the children's centre as the childminder is aware of the benefits of developing links with other providers, if care of children is shared, to support continuity of care and learning. Written permission from parents is in place to enable the childminder to discuss children's development. The childminder continues to develop new ways to ensure effective communication, ensuring the best support is in place for children.

### **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>	EY464246
<b>Local authority</b>	Essex
<b>Inspection number</b>	931272
<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>	7
<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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