

<b>Inspection date</b>	27/01/2014
Previous inspection date	11/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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**

- Children are fully involved in making choices about their play and they are keen and active learners. The childminder plans effectively to promote and extend children's learning based on their starting points. This means that all children are making good progress in their development.
- Children play and learn in a well-organised and calming environment. Resources are of good quality and suitable for children of different ages and stages of development. Good play provision ensures children are prepared and ready for the next stage of learning.
- There are good partnerships with parents and other professionals. This ensures that the childminder knows children's individual needs and care routines and transitions are supported well.
- The childminder shows a strong commitment to continually developing her practice and improving learning outcomes for all children.

### **It is not yet outstanding because**

- There is scope to extend the use of books and stories in order to help children understand about any changes in their lives and learn about the wider world, both real and imaginary.

## 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 lounge and the garden.
- The inspector spoke with the childminder about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures which included complaints and safeguarding and also suitability checks.

## Inspector

Lisa Paisley

## Full report

### Information about the setting

The childminder was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in the Village of Doddington near Brentwood, Essex. The whole of the ground floor 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 and she collects children from the local schools and pre-schools.

There are currently six children on roll, of whom two are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder 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:

- enhance children's imaginations and provide further knowledge through the use of books so that children can draw on stories to help them understand about any changes in their lives and learn about the wider world, both real and imaginary.

## Inspection judgements

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

The childminder has a good understanding of how children learn through play. She plans a broad and flexible educational programme, which promotes children's learning to a good level. The childminder talks to parents and use information about the children's interests and starting points from the initial assessments to plan for children's individual learning needs. Children's learning journals provide a very good narrative of children's activities and play and learning experiences as observations, artwork and photographs are displayed. There are regular assessments that update children's learning and this informs future activity plans. This information is also used as the basis for the progress check at age two. The childminder shares the children's achievements and the planning for the next steps in the young children's learning with parent's as part of the progress check at age two.

The childminder allows children follow their own interests. They have easy access to an excellent range of toys and resources that provide interesting and challenging activities for all children. Creative and imaginative play is supported well by the childminder who

extends children's language and gives them time and space to play. For example, playing with the farmyard role play activity the childminder followed a child's suggestions, such as placing horses in the stable. The childminder also incorporates some mathematical learning through counting and using appropriate language, for example, up, over, under and higher. The childminder tunes into young children's emerging language as she listens carefully and watches their gestures. She extends children's language and comprehension by asking appropriate questions through routines and play and offering lots of explanations. When playing in the garden the childminder encourages children to listen to sounds that they may hear, for example, the geese and ducks, which provide a discussion point for children. Children are provided with a good range of books and stories. However, the use of children's stories, their purpose and meaning is not yet fully embedded within practice, to build on children's imaginations, linking the real and imaginary and preparing them for the next stage or changes in their lives, such as starting school. The childminder develops children's physical skills by providing small toys to develop their finer hand-to-eye co-ordination, such as construction bricks. Resources and toys are readily available and area effectively displayed around the room to support their independence and learning. Older children who attend the settling enjoy joining in activities such as, making a Chinese dragon, they also like playing in the garden and taking part in traditional board games.

The childminder effectively plans flexible daily routines to include mainly child-led activities with some adult focus learning to promote and build on children's development. She has a very good understanding of how children learn, introducing children to new experiences through interesting and age-appropriate play opportunities. There are regular outings to the local park, children's centres and toddler groups to support young children's social skills and confidence. Children are provided with lots of learning opportunities and are encouraged to be independent teaching them important skills they need to make progress and achieve in their future learning in nursery and school.

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

Children form strong bonds with the childminder as younger children stay close for reassurance and when feeling confident will go off and play. They readily seek support and go to the childminder when they want something, for example, playing in the garden. There are regular discussions with the parents and the 'All about me' forms for new children helps the childminder prepare and settle children into her home smoothly. The childminder understands and knows the children's individual character traits as some are shy, whereas others maybe more confident. She supports all the children's emotional well-being individually with care and respect. The childminder has successfully created a warm, caring environment in which she meets their individual needs.

Children understand what is expected of them as the childminder has a consistent approach to promoting positive behaviour through praise and clear instructions. This means that children are responsive to the childminder's requests, for example, they are keen to take part in helping to tidy up, to change the toys and adapt their play space. Children learn how to manage their own safety with gentle reminders of the simple rules that are in place to keep themselves and the other children safe. The older children are

very considerate and caring to the younger children. They help in teaching them to share toys and encourage them to join in with their play. There are lots of opportunities for children to play outside and be physically active. The garden provides an enjoyable play and learning space, during the summer months children grow fruit and vegetables. Strawberries are very popular as children take home a strawberry at the end of each day. Overall, helping children to learn about a healthy lifestyle and the importance of being active.

The childminder has good experience of supporting children's transitions into other early years settings. She makes arrangements with settings to ensure that they are fully informed about the child's care and their development. The childminder also uses information from early years settings to plan for future activity plans to build on children's learning. Children are confident they look forward to taking part in new experiences with a strong sense of self awareness and self-esteem.

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

The childminder is well-organised. She has a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage and supporting documents. She has recently updated her safeguarding training and all required documentation and contact numbers are in place. The childminder understands her role and practice in safeguarding children and she knows what to do should she have a child protection concern. The childminder maintains appropriate background checks on all adults in the household. Parents are kept informed about the childminder's commitment to providing a safe environment for all children through effective policies and procedures. Effective risk assessments are in place to monitor children's safety around the home and on outings. Children are cared for in a well-managed environment.

The childminder is a very experienced in her role and she has maintained a good commitment in updating her knowledge and practice in early years. There is an effective process to evaluate and manage the childminding arrangements. She updates her policies and procedures on a regular basis and reviews planning and assessment arrangements to ensure that she is effectively tracking children's development. The childminder works with the local development officer and liaises with other childminders sharing good practice. She goes on regular training events, for example, 'new beginnings' this information is used to influence practice.

Partnerships with parents are strong. The childminder is flexible in her approach and she has cared for some families over a number of years. She ensures that parents are fully informed about their children's care routines, activities and emotional well-being. The learning journal is used well to ensure parents are kept up to date. Letters from parents show that they are pleased with the care and activities that are provided.

### **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>	560007
<b>Local authority</b>	Essex
<b>Inspection number</b>	872374
<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>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/02/2010
<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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