

Inspection date

Previous inspection date

20/12/2013

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

- Children make good progress in their learning and development, due to the childminder's detailed knowledge of child development and the good range of activities that are provided.
- The childminder develops very warm and caring relationships with children, supporting them well to settle in her home. This enables children to feel safe, happy and relaxed in her care.
- The childminder actively encourages the children to develop their growing understanding about the importance of exercise, fresh air and embracing a healthy lifestyle.
- The childminder is proactive and shows a strong commitment to continuing her professional development through targeted training.

It is not yet outstanding because

- There is scope to further strengthen the communication links with parents to enable them to support continuity of children's 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 observed children taking part in activities in the dining area, lounge and the garden of the childminder's setting.
- The inspector looked through a range of documentation including policies, procedures, children's development records and the childminder's self-evaluation form.
- The inspector held a wide range of discussions with the childminder, interacted with minded children and discussed a joint observation about the childminder's interaction with the children.
- The inspector took account of the views of parents through information provided by the childminder.

Inspector

Lisa Paisley

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged nine and six years in a house in Laindon, Essex. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The family has two cats as pets.

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 four children on roll, of whom one is in the early years age group and attends for a variety of sessions. The childminder operates all year round, from 7am to 6pm, 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:

- strengthen further the communication links with parents by, for example, encouraging and enabling them to support children's continuity of children's learning.

Inspection judgements

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

Children are settled and at ease in the welcoming environment, where they independently explore the good range of toys and resources available. The childminder has clear expectations of all children and endeavours to give them the best possible start in life. Attention to planning a fun environment helps them to settle quickly and feel at home and safe within the setting. Once settled, the children quickly grow in confidence. This, coupled with the childminder's sensitive interactions, provides a positive learning environment where children try things out for themselves, ask questions and explore how things work or what happens next. Children are enabled to develop and entrench the characteristics of effective learners. This means that important early learning skills are securely embedded to support future development, such as starting school. Good and effective planning and assessment arrangements are in place, they are reflective and activities are linked with children's development including next steps. 'All about me' records are completed for new children and the childminder shares information verbally

with parents each day. However, this is not yet fully effective in enabling parents to share what they know about their child's learning by providing the childminder with details of their child's experiences at home. The childminder has not yet cared for children aged two and three years, although she knows and understands the requirement of completing the progress check at age two and she has systems already in place to implement when required.

The childminder uses effective teaching strategies to encourage children's communication and language development and engage them in conversation during activities. For example, she speaks clearly and directly, models language and shows a clear interest in what children have to say so they feel encouraged to speak. The childminder sensitively questions children, which encourages them to think for themselves. For example, talking to children about recent trips to the fire station and what they experienced including the water hose and fire engine. The childminder also consistently offers explanations and alternative words to meanings that some children do not understand, such as frightened and scary. Children enjoy a range of art and craft activities both in the home and on visits to local groups, activity parks and the fire station. They have good opportunities to make their own resources, for example, three dimensional Christmas trees and a play house.

Children have good opportunities to learn about the natural world, life-cycles, the changes in seasons and how things grow. During the spring and summer months children grow a wide selection of fruit and vegetables, such as blueberries. They either take the end product home or they are used in their snacks and meals. Children also enjoy planting mini-Christmas trees and pumpkins, they have the opportunity to carve their name in the pumpkin when it is still growing as it expands children see their name getting bigger. Older children that attend the setting after-school are fully included in all activities. All children are invited to the Christmas party where they all take part in a range of party games, including 'pass the parcel'. Children enjoy learning about the world and different countries, such as France, China and Fiji and information they learn is included in regular quizzes that the childminder organises. There is a set reading time and children enjoy stories. Older children are encouraged to do some homework during the afternoon and early evening with the childminder.

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

The childminder warmly welcomes children and their families into her home, helping to promote their sense of security and belonging in the setting. Children show they are clearly comfortable in the childminder's care and with her family, as they seek them out to play games or have a cuddle. A secure settling-in process means that children are able to settle at their own pace and that the childminder has a clear understanding of children's immediate needs, such as, preferences and their favourite activities. Ongoing needs are constantly addressed through daily conversations and the childminder makes sure she phones parents in the evening if parents are in a hurry. The childminder knows and understands the importance of sharing information with other settings to promote

children's well-being and ensure that learning needs are met.

Children behave well in the setting as they listen to the childminder, are co-operative, polite and show concern for one another. The childminder also understands that some children need more support than others when going through transitions and she works with parents to support sensitive issues. The childminder and older children are positive role models. The childminder speaks to children in a pleasant manner, which they respond well to. Children welcome her praise and encouragement during activities, which instils confidence and self-esteem.

There are good opportunities for children to develop their independent skills in preparation for school. For example, they use the toilet and wash their hands independently and help themselves to fresh water when thirsty. The childminder actively promotes a healthy lifestyle within her setting. She provides a variety of meals and snacks which promote a healthy diet. Cooked menus are diverse, for example, curry, noodles pasta and roast dinners. Children have a fresh fruit platter every day. Children have daily opportunities to spend time in the fresh air, as they play in the garden, go on frequent walks and visit local parks to engage in physical play and be active. Children's safety is a priority both within the home and on outings and they are well supervised by the childminder as they move around the home. She gently reminds children of safe practices as they play, such as tidying away party games before having party food and being safe when going to and from school. Children show they respect the childminder and her rules as they listen and respond to the childminder's requests.

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

The childminder has a good understanding of the safeguarding and welfare requirements and has an informative range of policies and procedures in place to support children's well-being. She is aware of the procedures to follow in the event of a concern and has completed safeguarding training. Suitability checks are carried out on adults within the home, a record of visitors is kept and children are never left alone with people who are not vetted. As a result, children are effectively safeguarded. Record keeping is thorough and maintained appropriately to support children's safety and welfare and a range of policies are shared with parents. The inspection took place following a notification to Ofsted from the childminder that related to an incident when collecting children from the local infant and junior school. The inspection found that the childminder took quick and effective action with regards to raising her concerns with the school, changing procedures when collecting children at the end of the school day and updating risk assessments to include these procedures. The childminder also reminds children of these new procedures and explains the reasons for them and keeps parents informed. This ensures that any future risks to children are minimised and that children continued to be safeguarded.

The childminder clearly enjoys her role as she talks about childminding with passion and enthusiasm. She also demonstrates a strong commitment to her future development by accessing training. She has completed mandatory training and has attended further

courses, such as 'New Beginnings' and the revised Statutory framework Early Years Foundation Stage. This has helped embed good practice and improve her knowledge of childcare practice. The childminder is reflective in her approach to childminding and she has started to complete the self-evaluation. Future development plans include a nature reserve in the garden and developing a decking area for children to play on.

Parents and carers report positively about the setting. Complimentary comments include children are well cared for, they feel confident and safe, and also there is a good range of activities that effectively supports their child's play, learning and development. The childminder ensures that there are good links with the parents and keeps them fully informed through regular newsletters, notices and regular conversations. Purposeful links with other early years settings the children attend are in place. This means that the childminder can share relevant information. Together they can support learning to build firmly on what the children know and can do.

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	EY413562
Local authority	Essex
Inspection number	944197
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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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