

Inspection date

14/02/2014

Previous inspection date

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 because, alongside sensitive teaching, activities are provided that appeal to children's interests and children are encouraged to think and take an active part in their learning which supports their next stage of development.
- The childminder has made a strong contribution to her professional development and attends many training courses, cluster meetings and works alongside an experienced co-childminder. Consequently, the childminder is committed to creating an interesting and challenging environment for children and they achieve well.
- The childminder has a good knowledge of how to safeguard children. As a result, risk assessments support the childminder to create a safe environment and the childminder is knowledgeable about child protection issues that ensure children are protected.
- Parents are fully informed about children's learning because the childminder employs different strategies to work in partnership with parents.

It is not yet outstanding because

- There is scope to enhance the outdoor environment further to provide more creative play experiences for children to further develop their imagination outdoors.
- Opportunities to discuss healthy eating are not always utilised in order to extend children's learning about how to keep healthy.

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 main playroom.
- The inspector conducted a joint observation with the childminder.
- The inspector had discussions with the childminder and co-childminder.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of suitability and qualifications of the childminders working with the children, along with policies, records and the provider's self-evaluation form.
- The inspector took account of the views of parents and children by reading their comments in the parent and child survey forms and spoke to children attending on the day.

Inspector

Suzanne Smith

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 works with another registered childminder and an assistant, and childminds from her co-childminder's house. The co-childminder lives with her family in the property in Basildon, Essex and uses the whole downstairs of the property for childminding. There is an enclosed garden available for outside play.

The childminder attends local childminder groups and regularly takes children to the local shops and park. She collects children from the local schools and pre-schools. There are currently 20 children on roll registered with the co-childminder, 15 of whom are in the early years age group and attend for a variety of sessions. The childminder supports a number of children with special educational needs and/or disabilities. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The family has a pet guinea pig.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment by providing more creative and exploratory play experiences for children throughout the year
- maximise opportunities to support children's learning about healthy eating practices by utilising every opportunity to discuss what they are eating and the effect it has on their good health.

Inspection judgements

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

The childminder has a very good understanding of how children learn and provides learning that captures their interests and meets their needs. A very comprehensive observation process is in place and assessments link children's learning to the Early Years Foundation Stage. Children's next steps are identified and these are developed as the planning is adapted to include individual children's learning. For example, children show an interest in the texture of flour during a cooking activity. The following day flour is provided in a tray to support children's interests and the teaching sensitively supports their writing skills. Children become absorbed in practising writing letters in the flour and saying letter sounds in an activity that captures their imaginations. The childminder is very competent and teaches children in a very caring and sensitive manner. For children who have

additional learning needs, the robust assessment process highlights any areas they may be falling behind on. This enables the childminder to identify any concerns early and put support into place. For example, children who are identified with a speech and language delay are effectively supported by targeted activities provided by the speech and language therapist. All children are therefore provided with activities to support their learning and they make good progress. This ensures that they are developing their readiness for school and the next stage in their learning.

The activities provide a breadth of learning across the seven areas and children are confident to explore their surroundings. They are supported to take an active part in their own learning as the resources are easily accessible. The resources are supplied in large, attractive containers, and are clearly marked with large photographs and words. Children who enjoy the train set select this for themselves and work cooperatively together to make a large track. Consequently, children explore their own ideas as they choose what they would like to do and this supports their concentration. Children's acquisition of language and their communication development is promoted through interesting activities. The childminder has made a variety of boxes that encourage children to touch the hidden objects inside and describe their texture. The words that children use are attached to the outside of the boxes as a prompt for further learning and to aid literacy awareness. The children are intrigued by the boxes and spend a period of time talking about what they feel inside. One of the boxes has clothes pegs and cotton wool and children develop their physical skills as they patiently practise opening the pegs. With encouragement the children are shown how to pick up the cotton wool with the pegs and their learning is further extended. Children's personal, social and emotional development is promoted and the children are making firm friendships during their play. The childminder sensitively allows children time to develop friendships without interrupting their play. She is attentive when the children approach her and becomes fully absorbed when the children begin 'mending' her arm with bandages. The childminder shows that she is very knowledgeable about how best to support children's play with thoughtful interactions. As a result, children are extremely well supported in their all-round development.

The childminder works very closely with parents and children's needs are supported as soon as they begin. This is because the parents provide information on what their children can do at home and this supports the childminder's initial assessments. Parents continue to keep the childminder fully informed and use 'wow' moments to share their children's learning from home. The childminder has thorough and efficient strategies to involve parents in their children's learning. This includes a detailed report and children's next steps are provided at parents' meetings held every six months. Each week a list of the planned activities is sent to the parents. Every day parents can view photographs, observations and children's next steps by accessing private social media sites and through text messages. In addition, the childminder uses a home diary. These comprehensive and well-organised strategies fully inform and engage parents in their children's learning.

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

The children show a real sense of belonging as soon as they enter the welcoming co-childminder's home. There are photographs of the children, along with their names, for

children to select and self-register. There are also named boxes to put their shoes into and a child remarks 'where's my box?' when she arrives. This shows her awareness of the childminder's expectations to remove her shoes, as well as demonstrating a sense of belonging. Children's emotional needs are fully supported and when they begin, the settling-in process is developed according to individual children's needs. An 'all about me' form is completed by the parents explaining what the child does and does not like. This provides the childminder with information to support children's emotional well-being. Children learn about differences between people and sensitive activities support their self-awareness. A topic on 'ourselves' encourages children to draw their families and paint their self-portraits. Children are encouraged to look into a mirror and describe themselves using phrases, such as 'yellow hair' and 'pink skin'. Paint is then provided and children become absorbed in painting their self-portraits. Children's efforts are rewarded with praise and subsequently, children develop their self-esteem. Children are being very well supported to become self-aware and understand the differences that exist between different people. Children's transitions to school are sensitively developed and children talk to the older children about school life. They are encouraged to put on their own coats and shoes developing independence and preparing them for school. Children's emotional well-being is supported throughout their time with the childminder and for transition to school.

The childminder, working alongside a co-childminder and assistant have defined roles and a key person updates the children's learning journals. The staff are good role models and have agreed strategies to manage behaviour using positive behaviour management strategies. As a result, children are cooperative and behave very well. Before lunchtime the children are encouraged to help to tidy up the toys. They all take part in this and show real enjoyment as the childminder counts down from 10 to one. The children explore their environment with a minimised risk to their safety as the childminder conducts risk assessments. These risk assessments are carried out on all aspects of the childminder's practice and contribute to children's safety. The children have regular opportunities for outdoor play with regular trips to the park in the fresh air, which supports their good health. They also attend regular outings in the local area developing a sense of community and understanding of the world. At the co-childminder's house the outdoor environment supports children's physical development as there is a variety of equipment, such as slides and ride-on vehicles. However, the outdoor environment is not consistently used throughout the year, in all weathers, to support children's exploratory and creative play experiences.

Children are very knowledgeable about how to keep safe and are confident to explain how to cross the road. They are also aware of what to do in the event of the fire alarm sounding. The children explain the number to dial is '999' if there is a real fire. Children are, therefore, developing an understanding of risk and how to keep safe. Children enjoy the healthy snack of fruit and vegetables and the nutritious food provided by the childminder which supports their good health. However, the childminder does not always use meal times to discuss the importance of a healthy diet, to further support children's understanding of how to keep healthy. Children have regular exercise and thoroughly enjoy dancing to music, strengthening their muscles and aiding their physical development. Children understand the importance of exercise as they discuss the effects of exercise on their bodies. There is a pet guinea pig and the children are learning how to look after and care for an animal. This supports their understanding of the world and

develops their confidence as they take responsibility for caring for an animal. Children manage their personal needs appropriately and according to their age, using the toilet and washing their hands independently.

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

The childminder has a good understanding of the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. Safeguarding training is up to date and the childminder has a detailed understanding of the steps to take to protect children from harm. The policies and procedures are comprehensive and detail what to do in the event of an allegation against a member of staff. The childminder is fully aware of the potential dangers surrounding mobile phones and cameras. The childminder's mobile phone, which is password protected, is used for recording children's development and permission is obtained from parents. Mobile phones and cameras used by other children and parents are not allowed to be used in the children's presence. As a result, children's well-being is supported and effective steps are taken to ensure they are protected from harm. Children's safety is further supported as the childminder has a relevant paediatric first aid certificate to support her in caring for children. The childminder takes the safety of children seriously and understands how to safely recruit any staff she may employ. This includes an interview, obtaining references, informing Ofsted and ensuring Disclosure and Barring Service checks are carried out.

The childminder has attended a variety of courses to support her work with children that include identifying children's learning and a phonics workshop. In addition, the childminder works alongside an experienced co-childminder and attends regular cluster meetings to discuss good practice. As a result of the childminder's good level of qualification, the ongoing training courses, and the commitment to share good practice, the impact on children's learning is highly effective. The childminder is fully committed to providing a fulfilling environment for children and educational programmes are monitored. This ensures that children are exposed to a wide breadth of learning and they make progress in all areas of learning. The very good learning journals that chart children's progress ensure that any children who are falling behind are easily identifiable. The childminder is knowledgeable about where to go for further support. Activities are implemented to support children's next steps ensuring that all children are making good progress.

The childminder has a very good self-evaluation form that has helped her to identify her strengths and areas for improvement. Areas to improve include implementing a sensory wall in the garden and to further develop her understanding of special educational needs and/or disabilities. There is a good working relationship with the local authority and the childminder attends courses following the advice given by the development officer. Views are collected from parents and children, and a questionnaire is sent to parents every six months. Included within the questionnaire is a children's page and children are invited to tick a happy or sad face as they rate the childminder's practice. The parents comment positively and are pleased with the childminder's practice. For example, parents know where their children are in their development and what they need to improve upon. Partnerships with parents are strong and make a secure contribution to meeting children's

needs. The childminder is in contact with other settings the children attend and an information book passes between the settings. As a result, children's needs are fully supported and they make good progress.

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

Unique reference number	EY464076
Local authority	Essex
Inspection number	933453
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	20
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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