

Inspection date	21/01/2014
Previous inspection date	06/01/2009

The quality and standards of the early years provision	This inspection:	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

- Relationships between the childminder and the children are warm, trusting and very secure. The childminder recognises the uniqueness of each child in her care and supports their emotional well-being.
- Teaching is good because the childminder has a secure awareness of how children and babies learn and plans effectively to promote their learning through play in a range of fun activities. As a result, children and babies make good progress in their learning and development.
- The childminder supports children's emerging speaking skills effectively. She provides close interaction, responds to what they do and say and introduces new words during activities to help them learn.
- The childminder demonstrates a good understanding of her responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are cared for in an environment that promotes their safety and well-being.

It is not yet outstanding because

- There is scope to enhance the partnerships with the early years teaching staff in school, to ensure that childminder can provide continuity in learning and has a clearer all-round picture of children's development.
- The opportunities for parents to share their views about the care and learning have not been fully embraced.

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 learning environment and carried out a tour of the premises.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder and children.
- The inspector viewed the children's development records.
- The inspector saw evidence of suitability and qualifications of the childminder, self-evaluation, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents from references and thank you cards obtained by the childminder.

Inspector

Patricia Champion

Full report

Information about the setting

The childminder was registered in 1997 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 16 and 12 years. They live in a house in Galleywood, Essex. The childminder works with an assistant each day when offering before and after school care. She uses the ground floor and first floor of her home, and the rear garden for childminding. The family has a dog.

The childminder attends the local toddler groups on a regular basis. She drives to local schools to take and collect children.

There are currently five children attending who are within the early years age range, most of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and of an approved childminding network. The childminder is accredited to take funding for early education.

What the setting needs to do to improve further

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

- strengthen partnership working by sharing observations and assessments with early years teachers, so that children fully benefit from a shared understanding and common approach to supporting their progress
- extend the opportunities for parents to become involved in the evaluation process, for example, by providing questionnaires or surveys to gather their views.

Inspection judgements

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

Children and babies make good progress in their learning and development because the childminder is enthusiastic about her role, and knows how to stimulate and motivate children in their play and learning. Teaching is good as the childminder has a secure knowledge of how young children learn and recognises that they develop at different stages, and in various ways. The childminder works closely with parents from the start to support children's learning. She gathers information from parents about what their children are particularly interested in. This is combined with her initial observations to identify children's starting points. The learning and development records are sent home

with parents, so that they can see what their children have been involved in. The childminder encourages parents to add their own comments about what children have achieved over the weekend. This helps parents to continue their child's learning at home and keeps the childminder updated on their interests. The required progress checks for children when they reach the age of two are completed, after discussion with parents, to ensure that early intervention can be sought if development is less than expected.

Children and babies are obtaining the skills, attitudes and dispositions they need to be ready for the next stage of learning. They clearly enjoy their time with the childminder and are confident and self-assured. There are lots of giggles and children are actively engaged and interested in their play experiences. The childminder offers a good blend of adult-led experiences and activities that children choose for themselves. This means that children are purposeful, curious and often inventive learners. For example, children and babies eagerly explore and experiment with sensory materials, such as fabrics, fur, sponges and bubble wrap. They explore the properties of magnets and work out that they will cling to a radiator. Children also play imaginatively with role-play resources and tenderly care for the dolls. A wide variety of outings are planned to develop children's understanding of the natural world. For example, they visit the zoo and butterfly park so they observe and learn about animals and insects.

Interaction between the childminder and children is very good. The childminder appreciates that very young children start to understand more than they can express themselves and gives them simple instructions, such as passing a toy to another child. She gives them lots of praise for their efforts, which helps to develop their self-esteem. Communication skills are promoted particularly well as the childminder speaks clearly and respectfully to children and introduces new vocabulary through songs and stories. Numbers, colours and shapes are explored through conversations and the childminder encourages children to repeat new words. Children and babies are enthralled as they explore props and toys linked to popular rhymes. They move expressively when they hear songs and tunes they recognise. Children choose to look at books for pleasure because the childminder has a wide range of easily accessible fiction and non-fiction materials for children to enjoy.

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

Children and babies enjoy warm relationships with the childminder and display a strong sense of belonging in her home. Plenty of hugs and cuddles are offered so that young children feel very welcome. Efficient settling-in procedures are in place, when children visit before they start so they get to know the childminder and her assistant. This results in a smooth transition for children from their home. In preparing children for the transfer to nursery or school, the childminder ensures that children are confident in being around larger groups of children by attending toddler group sessions. This helps children learn about the local community and refines and enhances their good social skills. The childminder has well-established links with local nurseries. This benefits children at a time of change, through consistency of care and learning experiences.

The childminder is supporting children's progression well because she provides a

stimulating learning environment to cater for their all-round development and emotional well-being. Resources are set out each day in the playroom and children make their own choices about what they want to play with. This helps to develop their independence skills. The childminder has a very calm and consistent manner when caring for young children. Their behaviour is good and children learn to share and play cooperatively. The childminder successfully uses reward schemes, such as awarding stars when children are particularly helpful. Children learn how to keep themselves safe and to recognise danger. For example, the childminder talks to them about why they should not stand on the sofa and what the consequences could be, for instance a bump to the head, to develop their understanding.

Children learn to adopt healthy lifestyles because stimulating activities are planned, both in the home and on outings, for children to develop their physical skills. Indoors, the childminder provides ample space for babies to crawl and connect with the resources. The garden has a safe all-weather play surface so that it can be used throughout the year, for children to exercise and use physical apparatus. Outings are planned to soft play, parks or sports centres so that children can explore a wider range of physical challenges. Children enjoy healthy meals and snacks provided by parents and supported by the childminder. They develop good self-care skills as they feed themselves and the childminder ensures that their drinking cups remain within eyesight, so they can have a drink whenever they wish. High standards of cleanliness are maintained in the home and this means that toys are safe for babies to explore with their mouth or their hands. Hygienic nappy changing takes place and this enables babies and toddlers to develop a good understanding of healthy routines, as the childminder talks to them about the need to be clean and fresh.

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

The childminder has a secure knowledge of both the learning and development and the safeguarding and welfare requirements. All the required documentation is in place, maintained accurately and stored appropriately to ensure confidentiality. Written policies are shared with parents so that they understand the procedures that the childminder follows. Children are safeguarded effectively because the childminder is clear about her role in keeping children safe. She is secure in her knowledge of the procedures to follow in the event of a concern about a child in her care. The childminder has a good understanding of the requirements regarding the numbers of children that she can care for at any one time and maintains accurate records to show that she keeps to them. The home, garden and outings are risk assessed to make sure they are safe and to identify and prevent potential hazards. The childminder uses an assistant to help to provide care before and after school. Both the childminder and her assistant hold first aid certificates. This means that they can both deal with minor injuries and there are safe and reliable arrangements to collect children from school.

The childminder fully understands the benefits of developing partnerships with other early years settings, when the need arises. The links with reception class teachers are very friendly but are not yet strong. As a result, there is scope to develop information sharing about children's achievements to promote continuity and help accelerate their learning in

their first year at school. The childminder establishes and maintains good relationships and communication with parents. They receive detailed information at the start of the care arrangement and this explains how the childminder operates. Important notices and certificates are clearly displayed. Information is effectively shared on an ongoing basis through discussion and the sharing of learning journals and daily diaries. Parents say they are very happy with the care provided when they send letters and complimentary greetings cards, particularly when children leave the setting. However, the childminder has not recently encouraged parents to offer their views and suggestions about all aspects of the care and learning provided, to widen the scope for improvements that will benefit children.

The childminder is very positive about developing her understanding of high quality childcare. She attends a wealth of training courses and also helps support other childminders by organising training events or sharing ideas about best practice when attending cluster groups. The childminder meticulously tracks children's progress. This means she can easily identify if there are any delays or gaps in a child's development. Overall, the childminder has a good understanding of her priorities for development. She has positively addressed the recommendations raised at the previous inspection and keeps potential hazards in the garden to a minimum. The childminder makes good use of the Ofsted self-evaluation form to monitor and evaluate her practice. In addition, she works closely with her local network and her early years advisor to enhance her practice.

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	402407
Local authority	Essex
Inspection number	949335
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	06/01/2009
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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