

<b>Inspection date</b>	19/02/2014
Previous inspection date	14/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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**

- The childminder's practice with regard to protecting children from harm is good. This ensures that they are well protected at all times.
- The childminder and her assistants effectively promote children's feelings of well-being and security. As a result, they form strong bonds and flourish in her care.
- Children's language development is supported particularly well by the childminder. She uses a broad range of effective teaching methods which help children make extremely good progress in communication.
- Partnership with parents is good. This is because the childminder makes sure that she actively promotes two-way communication with regard to all aspects of her service.

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

- There is scope to further extend children's understanding of health and self-care with regard to effective hand washing.
- There is room to expand the provision for children's physical play. For example, by increasing the opportunities to use a range of large play equipment in the outdoor environment.

## 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 childminder's home.
- The inspector looked through a range of relevant documentation including the childminder's policies, procedures and children's development records.
- The inspector held a wide range of discussions with the childminder and her assistant, and interacted with minded children.
- The inspector took account of the views of parents through information provided by the childminder.

## Inspector

Ann Cozzi

## Full report

### Information about the setting

The childminder was registered in 1993 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children in Elsenham, Hertfordshire. The childminder works with two assistants, one of whom is her daughter. The whole of the house and the rear garden are used for childminding. The family has a dog.

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.

The childminder operates all year round from 7.30am until 6.30pm. There are currently four children on roll in the early years age group who attend for a variety of sessions. The childminder is a member of the 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:

- extend further children's understanding of health and self-care with regard to effective hand washing
- expand opportunities for children to use large play equipment to develop their physical skills.

## Inspection judgements

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

The childminder demonstrates a good understanding about the educational needs of children in her care. She ensures that all observations and assessments of children are accurate by using appropriate guidance to evaluate their progress towards the early learning goals. Parents are supported well to share information about their child's achievements at home. The childminder uses this information effectively to make sure that individual planning builds on what children already know and can do. She also ensures that parents are given specific information about what they can do to support learning at home. The childminder provides a broad range of stimulating resources and activities which successfully engage children's interest and participation in learning. As a result, they make good progress, ensuring that they are well prepared for their future move on to nursery or school.

Communication and language development is a key strength. The childminder provides superb opportunities for children to effectively develop their communication and language skills. As a result, they are extremely well supported to become confident communicators. The childminder uses a wide range of teaching methods, such as intonation and exciting colourful props, for example, hand puppets. She also makes sure that children can clearly see her when she speaks and consistently models talk herself. For example, she describes her actions and those of children during play. As a consequence, very young children quickly learn how to successfully mimic some of the words they hear and thoroughly enjoy the childminder's recognition of their achievements. Young children also learn how to effectively use eye gaze and pointing to clearly make their meaning known to adults. More able children enjoy taking part in word games with the childminder, thinking of words that begin with various sounds. They respond enthusiastically, proudly and successfully naming a number of words including 'ant' and 'antelope'. The childminder engages young children in games which teach them about body parts. For example, encouraging them to find their own nose or ears. She achieves this by using incidental learning opportunities, for instance, talking to young children about a construction toy they are playing with, which has a nose. They show their understanding and interest as they lean forward and find the toy's ear in a box.

Children benefit from good teaching techniques which help them to develop their physical skills. For instance, young children are encouraged to use cutlery at mealtimes. They have fun playing games with the childminder's assistant, helping them to practise using these unfamiliar tools. As a result, they attempt to use them appropriately to eat fresh fruit at snack time. Children have open access to a good range of activities in the childminder's garden, weather permitting. However, there is scope to extend opportunities for children to develop their physical skills through the use of large physical play resources outdoors. Older children demonstrate their growing motor skills, for example, they competently operate the bathroom tap and wash their own hands after using the toilet. However, on occasion learning opportunities are missed to further extend and build their understanding of the importance of self-care and personal hygiene. For example, hygiene practice in relation to hand washing is inconsistent.

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

Children form secure bonds with the childminder and her assistants and thrive in their care. For example, young children confidently seek them out for reassurance and cuddles, and older children invite them to take part in their games. In preparation for children's start date, the childminder makes sure that she spends time finding out about their personal needs. This is effectively maintained by her throughout their placement, ensuring each child's individual needs are effectively met. The childminder also makes sure that all children are able to spend time becoming familiar with their new surroundings by arranging short visits with parents prior to their start date. This also enables them to successfully form a relationship with her and her assistants. As a result, children's feelings of well-being and security are effectively promoted and they settle swiftly.

The childminder and her assistants act as good role models to children. They use positive reinforcement, which encourages children's good behaviour and provides them with lots of

appropriate praise and encouragement. This helps children to develop good levels of confidence and self-esteem. As a result, children confidently help themselves to the wide range of accessible and exciting resources available. Children are consistently supported to increase their understanding about how to keep themselves and others safe. For example, they are engaged in age-appropriate discussions about safety during play. As a result, they learn that they must be careful when playing with heavy bricks when younger children are nearby.

Overall, children's understanding of how to maintain good health is promoted well. The childminder and both of her assistants have successfully completed food hygiene training. This ensures they know how to safely store and prepare food provided to children. The childminder maintains a high level of cleanliness with regard to her home and resources used by children. This successfully helps to protect their health with regard to the risk of cross-infection. The food provided for children is healthy and nutritious, for example, they enjoy a wide range of fresh and tasty fruit at snack time. Children are encouraged to independently help themselves to water. This contributes towards developing their self-help skills and ensures that they remain hydrated at all times, promoting good health. The childminder plans exciting trips out of the home to encourage children to spend time in the fresh air. For example, walks to the local train station are a particular favourite with children.

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

The childminder has a wide range of effective policies and procedures which are implemented effectively in daily practice. She and her assistants regularly undertake safeguarding training, which ensures they effectively maintain an up-to-date understanding of the issues surrounding the protection of children. Frequent and purposeful risk assessments of the childminder's home and all trips into the local area are completed. As a consequence, she is able to quickly identify and minimise all risks to children in her care. For example, she has installed safety gates to ensure that young children cannot enter out of bounds areas unsupervised. The childminder's secure knowledge and understanding of the Statutory framework for the Early Years Foundation Stage means that she effectively meets all legal requirements. All adults living or working in the childminder's home have undertaken appropriate checks. This provides parents with the reassurance that they are suitable to be around young children. The childminder and her assistants have a paediatric first aid training qualification. This enables them to provide appropriate care in the event of an accident.

The childminder shows a good level of awareness about her obligation to ensure that learning and development requirements are met. She has regular discussions with other relevant professionals, such as the local authority accreditation development officer. This helps her to maintain an up-to-date understanding of current childcare practice, which has enabled her to improve her overall practice and the service she provides. The childminder regularly evaluates her practice, taking account of the views and opinions of others. As a result, she effectively identifies areas to build on and strengthen. For example, she has successfully increased resources which support children's emotional development. The

childminder's assistants are suitably supported to develop their professional practice. This is achieved through regular supervision and a formal appraisal system. The childminder has fully implemented the recommendation raised at her last inspection, which further protects the safety and well-being of children in her care. She demonstrates a commitment to ensuring that she and her assistants consistently maintain their good knowledge and understanding of current childcare practice. As a result, they have attended a very wide range of training, which has had a positive impact on children's progress. This clearly shows the childminder's strong commitment to continually improve the service she provides for children and their families.

Good partnerships with parents are actively promoted. Information provided by parents shows that they are happy with the service the childminder provides. They comment that she 'is very approachable' and that their child has 'grown to become a family member'. Parents also state that their child 'has a big smile on their face when they see the childminder'. The childminder works closely with other settings children attend. Parents report that she 'is the main link between pre-school and home'. This demonstrates her commitment to effectively support all children's continuity of care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	506226
<b>Local authority</b>	Essex
<b>Inspection number</b>	848014
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/08/2009
<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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