

<b>Inspection date</b>	17/01/2014
Previous inspection date	20/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 because the childminder is confident in her knowledge and understanding of the Early Years Foundation Stage. She competently makes assessments of their development and offers a varied range of activities to support their learning.
- Children demonstrate high levels of independence and curiosity. They have positive attitudes to learning and are helped to gain the skills required in readiness for their progression to other settings and school.
- The childminder has extremely good organisational skills, which ensure that parents are kept well informed about their children's progress and development.
- The childminder has a clear commitment to improving the setting and has already implemented a number of changes to benefit the children.
- Children are safeguarded in the childminder's care because she has a very good understanding of child protection procedures and she carries out effective risk assessment, to ensure the indoor and outdoor environment remains secure and that children are kept safe at all times.

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

- Children do not have full access to the garden area during the winter months. As a result, children do not experience the many benefits of unlimited outdoor play all year round.

## 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 childminder's lounge, kitchen and hallway.
- The inspector spoke with both childminders and the children.
- The inspector took account of parents' views by reading parent feedback.
- The inspector carried out joint observations with both childminders.
- The inspector looked at policies and procedures, risk assessments, children's development records and all relevant documentation.

## Inspector

Jenny Forbes

## Full report

### Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her family in a house in North Stifford, Essex. She works alongside her husband, who is also a registered childminder. All areas of the childminder's house are used for childminding. There is an enclosed garden available for outside play. The family has three rabbits as pets. There are currently 11 children on roll in the early years age group, all of whom attend on a part-time basis. The childminder attends the local library and parks and she takes children on outings. She walks or drives to local schools and pre-schools to take and collect children. The childminder provides care Monday to Friday from 7.30am until 6pm, all year round, apart from family holidays.

### What the setting needs to do to improve further

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

- provide more opportunities for children to use the facilities in the garden at all times of the year to ensure they have more frequent access to outdoor exercise and fresh air.

## Inspection judgements

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

The childminder demonstrates a good knowledge of the seven areas of learning and development and how children learn through the provision of stimulating and imaginative activities and experiences. Consequently, children are well prepared for the next stage in their learning and school. She provides a good range of interesting and challenging play experiences that gives a broad balance across all areas. Effective systems of observation and assessment ensure that children's development is monitored and they progress well. The childminder has high expectations of children, which are based on assessments of their starting points from initial information gathered from parents. The childminder works closely with parents to share ongoing plans for children's next steps in their learning and development by incorporating their particular interests. This ensures children enjoy their learning and are well motivated. Good communication procedures give parents opportunities to understand and learn about the requirements of the Early Years Foundation Stage. Effective monitoring and tracking systems, emails, texts and daily interaction ensure that relevant information about the children's progress is continually exchanged.

Children enthusiastically make choices for their play and learning indoors as they confidently select resources available at child level. The childminder uses effective teaching strategies, for example, she frequently asks children what they would like to do

next and encourages them to think about choosing resources that may extend their learning. This helps children develop confidence in initiating their own play and taking decisions in their learning. Children's physical development and coordination are supported as they play with non-toxic, colourful gel balls. They squeeze them and balance them on the backs of their hands and they enjoy their sensory texture. The co-childminder asks them to close their eyes to see if they feel different. The childminder extends children's learning by asking them to identify the colours and to count how many they can scoop into a pot. She asks them to identify round and oval shapes and this teaches children concepts of mathematics. Their communication and language develops as the childminder introduces a variety of vocabulary, such as, 'wobble', 'squeeze', 'swell' and 'bubble' as the balls absorb moisture and expand.

Children learn about the world as they explore a large selection of cultural artefacts and books about a variety of people and places. They talk about the characteristics of children featured in a book wearing glasses and braces or having freckles. This helps children to learn about differences. Children who are learning to speak a variety of languages are very well supported as the childminder learns words and phrases from other languages and sign language to aid communication. Children learn to tell the time and to write their own names, which helps to prepare them for the next stage in their learning and school.

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

The childminder takes care to ensure that the toys and resources accessed by the children are safe and suitable for their age and stage of development. The childminder knows the children well. She understands their individual personalities and knows how they learn best. The childminder is a good role model as she leads by example, modelling politeness and kindness. Children behave well as the childminder is consistent in her expectations. Their self-esteem is high as they are constantly praised for their achievements. Any negative behaviour is skilfully managed with distraction and gentle persuasion. Children feel safe and content in the childminder's care. The childminder effectively assesses risks in her premises and on outings to ensure children remain safe and secure. The childminder works closely with parents to build strong relationships and she offers warm and consistent care to all children.

The childminder makes sure that children are emotionally well prepared when they move to other settings. For example, she makes sure that small children understand why they take older children to school every day. Children build strong relationships with each other and the childminder's family. Younger and older children play together after school and they all take part in activities, such as, board games and cooking. Children explore the delights of a sensory basket and share glitter wands, disco wands and star lights. They shine them on the wall and under their clothing and are fascinated to watch them sparkle and twinkle. They sing a favourite nursery rhyme to accompany their play.

Children learn to keep themselves safe as the childminder teaches them to sit still while they are eating. Children enjoy healthy snacks and learn which foods are best for their health by playing with imaginative resources, such as, laminated pictures of fruit. The

childminder understands that children with special dietary requirements must be protected from foods they need to avoid. This means that children stay safe and healthy. Children are encouraged to manage their own personal needs, such as, using the toilet, washing their hands and putting on their own coats and shoes. Nappy changing is managed discreetly and hygienically. Children take exercise in the fresh air when they visit the local park. Children do not have as much access to the garden area during the winter months, compared with other times of the year. As a result, children do not experience the many benefits of unlimited outdoor play all year round.

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

The childminder has a very good understanding of safeguarding and child protection. She has completed safeguarding training and is keen to continually extend her knowledge by attending further courses. The childminder has up-to-date and effective policies and procedures, including a policy restricting the use of mobile phones on her premises. Her policies are shared with parents and are regularly reviewed. Risk assessments are carried out frequently to ensure that any hazards are minimised or eliminated. This ensures that the childminder's home, both indoors and outdoors, remains secure and that children are kept safe at all times. Fire drills are practised with the children and a well thought out evacuation plan is in place.

The childminder employs secure systems of observation and assessment of children's learning and development. She tracks children's development and produces interesting learning journals for each child, which clearly show their progress. Partnerships with parents are good and they are encouraged to continue their children's learning at home. The childminder ensures that children are well settled and that she gains enough information from parents about their children in order to effectively support their learning from the beginning. She contacts the parents by email and text during the day to reassure them and exchange information. The childminder exchanges information with other settings the children attend to share good practice and ensure continuity of learning. The childminder has links to a variety of professionals, should she need to seek support or signpost parents for appropriate guidance.

Self-evaluation is good because the childminder is ambitious and well motivated to improve her setting. The childminder reflects on her practice as she observes the children and she uses her skills of assessment to identify where changes need to be made to resources, in order to provide suitably challenging activities for children. All actions and recommendations from previous inspections have been completed and the childminder has undertaken all the necessary mandatory training, including paediatric first aid. She produces homemade resources that are interesting and imaginative and she puts a great deal of effort into ensuring that all children, from baby to school age, are fully engaged in worthwhile and meaningful activities that extend their learning. A variety of activities to support all the seven areas of learning ensure that children are ready for the next steps in their learning and for school. The childminder receives support and feedback from her co-

childminder, the local authority development team and she shares ideas with other providers.

### **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>	404365
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	872223
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/05/2011
<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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