

Inspection date

07/03/2014

Previous inspection date

18/11/2010

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The childminder has an excellent knowledge of how to observe, assess and plan to support children's development. As a result, children display the characteristics of effective learning and make outstanding progress.
- Children are exceptionally contented because the childminder has created a highly nurturing environment. Young children explore their surroundings confidently and demonstrate highly cooperative behaviour.
- The childminder is highly motivated and has undertaken comprehensive training on speech and language development as well as studying for a foundation degree. The outcomes for children, therefore, are exceptional.
- The childminder is strongly committed to ensuring children are safeguarded and has an excellent understanding of safeguarding issues. The childminder is inspirational and has shared her safeguarding knowledge with local childminders.
- Partnerships with parents are superb and information on children's care and learning needs is exchanged on a daily basis. Consequently, all those involved in children's learning are fully aware of, and able to meet, children's needs.

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 and outdoor learning environment.
- The inspector held a meeting with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the childminder's self-evaluation form.
- The inspector took account of the views of parents from letters received and from information included in the childminder's parental questionnaire.

Inspector

Suzanne Smith

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 partner and two children aged seven and 10 years in a house in Southend, Essex. The whole of the house and the rear garden are used for childminding. The family have one small dog as a pet. 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 five children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder provides funded early education for two-, three- and four-year-old children. She operates all year round from 6am to 7pm, 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:

- continue to enhance the already excellent outdoor environment, for example, by providing further opportunities for children to plant and grow their own fruit and vegetables.

Inspection judgements

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

The children are superbly supported in this exceptional childminding practice. The childminder is highly skilled at observing and precisely assessing children's development. This enables next steps to be identified and imaginative and creative experiences to be devised. The childminder teaches the children through highly-skilled interactions. This involves watching young children playing and extending their learning and concentration. For example, when children explore a toy farm, they develop their fine manipulative skills as they pick up and examine the small animals. The childminder then skilfully develops their communication and language by talking to them about what they are doing. During rhyme time children learn new vocabulary and develop their thinking skills. The childminder invites the children to think about what animals are on the farm and the use of props supports children to engage with the activity. The little pet dog barks outside during the singing of 'Old MacDonald' and the children are encouraged to listen. The children delightedly run to the window to watch the dog. The childminder skilfully builds on this opportunity to further promote their understanding of the world. The childminder's training in speech and language development superbly supports her to teach children. As a result, the impact of the teaching on children's development is excellent and therefore, children make rapid progress in their learning.

The childminder is extremely confident at listening to children's play and re-shaping tasks. Children listen to music and explore a variety of musical instruments. When their attention is diverted the childminder allows the children to explore their own ideas. Children are then able to try new things and develop active learning skills. The organisation of the playroom also supports active learning as the children are able to explore and select their own activities. Baskets that are within easy reach are available for children and are easily identified with large words. This supports children to develop an awareness of early literacy. The resources provide learning across the seven areas and children are supported in their all-round development. Children's personal, social and emotional development is promoted as there are plenty of resources to encourage cooperative play. Two children enjoy using buggies and the childminder provides them each with a dolly. She shows them how to care for the dolly and demonstrates how to put it carefully into the buggy. The young children are then able to play alongside each other cooperatively which supports their social engagement. The childminder poses questions to build on children's imaginative play and extends their learning. The children take the toys outside and strengthen their muscles as they push the buggy in the garden. They enjoy the outdoor environment, walking behind the bushes, through the leaves and running in the garden. Children display the characteristics of effective learning and they are superbly prepared for the next steps in their learning.

Parents are fully involved in their children's learning and highly successful strategies are in place to engage them. During children's settling-in process parents complete a comprehensive baseline assessment with the childminder. This shows exactly where a child is at in their development and enables the childminder to plan their next steps. There is daily communication, both verbally and through daily diaries. The diaries explain what activities the children have been doing and the learning that has taken place. The parents also write in these and this provides the childminder with information on children's learning at home. The childminder is then able to develop children's communication skills as she talks with them about their interests. A learning and development summary is regularly shared with parents detailing children's next steps. The progress check at age two is in place and ready to share with parents when children reach the required age. There are regular opportunities to take the learning journey home. Parents contribute to the children's records as they comment on their children's learning. The childminder develops exceptionally strong partnership working with parents, which provides excellent outcomes for children. Parents are further involved as they are invited into the childminder's home to share their skills and culture with the children. For example, a doctor visited to explain how the eye works and the importance of eating healthy foods. One of the children's fathers visits to cook and share African food. The childminder is committed to creating exceptional learning experiences for the children. Children are, therefore, expertly supported in understanding the world and developing in all areas of learning.

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

Children demonstrate extremely close relationships with the childminder. They are comforted when they are given a bottle of milk and spontaneously cuddle her during play.

This is because she is warm, affectionate, and has a secure of knowledge of individual children's needs. The settling-in process promotes emotional well-being as the childminder visits the children in their own home. Children then visit with their parent and this usually consists of two separate short sessions. The childminder is highly sensitive to individual children's needs and offers more sessions if it is felt necessary. During these sessions parents complete a comprehensive 'all about me' form. This provides a wealth of information about individual children's care and learning. Consequently, when children start their emotional well-being is supported. Children display high levels of motivation and are encouraged to carry out small, developmentally appropriate challenges. For example, when a child finishes his bottle of milk, another young child takes this to the kitchen and places it onto the counter. Later, when the child asks for his bottle, the other child fetches it for him. The childminder gives praise to the child and he smiles delightedly. With careful nurturing, children are developing a superb self-esteem and developing their independence. Children's emotional well-being is constantly considered. The childminder has recently moved house and children visited with their parents to get used to the new environment. This supported children's transitions into the new home, expertly supporting their welfare. Other transitions, such as, to school are also managed extremely well. When children are due to go to school, if requested, the childminder attends transition meetings with the children. Children are further supported as school uniform is provided in the dressing-up box. The emotional well-being of children is given the highest priority. Consequently, children are exceptionally well prepared for the next stage of their learning.

Children learn how to be safe as the childminder creates opportunities for them to learn about safe practices. Children develop an awareness of 'stranger danger' and how to keep safe as the childminder accesses activities at the local children's centre. Visits from a police and fire officer support children's understanding and this is further extended at the childminder's home. To strengthen their knowledge and enable children to re-visit their learning a poster is made with children's pictures. Children are being sensitively taught about the dangers in the environment and how to keep safe. Children learn about fire safety and regular fire drills are carried out. Following the fire drills the childminder reads a story about a firefly and discusses the issues while the children draw pictures. The children are then rewarded with a certificate to consolidate their knowledge and to support their well-being. The childminder is an exemplary key person and creates a cooperative environment using innovative practices. To support good behaviour the older children enjoy wearing a 'club licence'. This also supports children to keep safe as the childminder's details are on the licence, for when they are out of the house. At the end of the week the 'good behaviour bear' goes home with the child that has displayed kind and good behaviour. As a result, children are superbly well behaved and they are developing a high level of self-confidence.

The outdoor environment is thoroughly enjoyed by the children and a mud kitchen enables them to investigate natural materials. There is plenty of space for them to be able to run around in the fresh air, contributing to their health and well-being. The outdoor environment fully supports the seven areas of learning, however, there is scope to build even further on children's excellent learning, for example, by providing opportunities for them to plant and grow fruit and vegetables. The childminder regularly visits a forest area to support children's enjoyment of the outdoors. This enables them to develop an awareness of the natural environment and to take risks as they carefully climb trees. The

childminder has carried out training in the outdoor environment to support her in caring safely for children in the outdoors. The childminder discusses healthy eating practices with parents and children are provided with healthy food. The childminder works closely with parents to support children's next steps towards eating solid food. The children are developing excellent attitudes to healthy food. This is because the childminder develops children's understanding of the importance of eating their 'five-a-day' of fruit and vegetables. Children receive stickers and are competitive to ensure they reach their full quota of healthy food. All areas of learning are meticulously delivered by the childminder, which supports children to have exceptionally good outcomes.

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

The childminder attends relevant training courses, which has enabled her to strengthen all areas of practice. She is thoroughly knowledgeable about the support structures that are in place to support parents. Leaflets that she has devised on equality and diversity, well-being, and safeguarding have been shared with other childminders. She has an excellent knowledge of safeguarding children and the processes to follow if she has any concerns. The childminder holds a level 4 safeguarding certificate and updates her training every three years. The policies and procedures are comprehensive and updated every six months and as needed. These include a safeguarding policy that details what to do in the event of an allegation being made against the childminder. There is also a mobile phone and camera policy. The relevant Disclosure and Barring Service checks have been carried out on herself and her husband. This ensures that all those that live on the premises have been robustly checked and are suitable to be in contact with children. Children's safety is given the highest priority and comprehensive risk assessments are in place. These are conducted daily and there are additional assessments for the home and for outings.

The childminder has excellent systems for ensuring that the educational programmes are monitored. Activities are thoroughly evaluated to examine whether they have met the learning outcomes. Planning is adapted and learning re-visited to repeat and build on children's learning. This enables all children to develop exceptionally well in the prime and specific areas of learning. Children's progress is monitored and there are precise assessment arrangements that are clearly and expertly recorded. The childminder is, therefore, able to assess if children are reaching the expected development bands. It also provides information to assess if children are falling behind, and the childminder is knowledgeable about where to access help to close these gaps when necessary. Training courses in speech and language have provided her with indepth knowledge of how to support children and parents. The childminder shares information on how children learn with parents. This keeps them fully informed about how children make progress. The monitoring by the childminder of her practice and the high level of training impacts significantly, creating exceptional outcomes for children.

The childminder has a strong and robust self-evaluation form, which highlights her strengths and areas to improve upon. Children's views are sought and there are varied and imaginative ways to gather their thoughts. Children draw pictures about what they enjoy. Older children also complete a child-friendly questionnaire. Parents are fully

involved in commenting on practice and complete regular questionnaires. The childminder is fully committed to improving her practice and plans to implement monthly parent meetings in addition to regular discussions. This is because a working parent has asked for further informal ways to discuss her child's progress. Parents are keen to share their views of the childminder and letters of support are extremely positive. These explain that their children's days are 'full of fun and learning in a lovely family environment'. They describe the childminder as 'wonderful' and they feel lucky to have found her. The childminder is fully aware how to access additional support from outside agencies if the need arises. The childminder has developed excellent links with other settings that children attend. Regular discussions between providers enable the childminder to build on children's learning. The learning journey is shared and everyone is fully aware of how to support individual children. The childminder is exceptional and gives an outstanding level of care and education to the children she cares for.

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	EY408456
Local authority	Southend on Sea
Inspection number	954474
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	18/11/2010
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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