

Inspection date	09/12/2013
Previous inspection date	22/01/2009

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

- The teaching is good because children are supported to solve problems by remembering past experiences. This strengthens and builds on their existing knowledge.
- The children are active learners who enjoy playing and exploring in an environment that invites them to be inquisitive.
- There is a comprehensive self-evaluation process which supports the childminder to reflect on her practice and identify improvements for the benefit of children.
- The childminder has good safeguarding knowledge and this ensures that children are protected from harm.
- There is a two-way flow of information between the childminder and the parents and this supports children's learning and well-being.

It is not yet outstanding because

- There is scope to further involve children in assessing risks in their immediate environment to support their self-control and understanding of safety issues.

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 the teaching that took place during adult-led and child-initiated learning.
- The inspector held discussions with the childminder.
- The inspector took into account the views of the children.
- The inspector spoke with parents and viewed parent questionnaires in order to take into account their views.
- The inspector checked evidence of suitability, and the training undertaken by the childminder.
- The inspector sampled a selection of documentation and policies, including the safeguarding and behaviour management policies.
- The inspector toured the areas used by the children on the premises.

Inspector

Suzanne Smith

Full report

Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Billericay, Essex. The ground floor, one bedroom on the first floor and the rear garden are used for childminding.

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 seven children on roll, five of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 6pm, Tuesday to Thursday, except bank holidays and family holidays. She 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:

- enhance children's good understanding of risk, for example, by including them in assessing risks in their environment, in order to support their self-control and understanding of safety issues.

Inspection judgements

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

The resources provided by the childminder are in very good condition and support learning that covers the seven areas of learning. They are attractively displayed and this supports children to be keen explorers as they enjoy entering the large toy cupboard to choose what they would like to play with. This supports children to be motivated in their learning as, for example, a young child chooses a toy and spends a long time pressing buttons and watching objects pop up. Consequently, the child's concentration is being developed and he is exploring and making his own ideas that stem from his own interests. The childminder also arranges activities to teach children new skills. These activities support children's learning because the childminder knows individual children very well and can plan activities according to their needs and interests. A child with an interest in drawing is skilfully supported as paper and crayons are supplied. The learning is then extended as the childminder shows the child how to trace over lines on the paper to further strengthen his fine manipulative skills. The child listens, watches carefully and is then confident to use his finger to trace over the lines before using a crayon to further enhance his skills. The child is developing physical skills as he practises drawing, and listening skills as the peaceful environment supports him to listen attentively to the childminder. Large gross motor skills are also developed as a child chooses a box to play with from the cupboard

and he is encouraged to carry it through to the living area. The childminder has a very good awareness of how children learn and regular observations are made on children. This provides information on a child's development so that appropriate activities and resources are then provided to enable a child to progress. The quality of the teaching by the childminder is very good.

The childminder is able to utilise her daily routine so that every opportunity to develop children's learning is made. During snack time children bring in different foods to eat. The childminder talks to the children about what they have brought in and encourages them to repeat new and unfamiliar words. For example, a child describes a satsuma as an orange, the childminder agrees it is an orange, and then explains it is called a satsuma. The child then repeats the word back and this develops his language acquisition. Children are encouraged to count the segments of the satsuma which they eagerly participate in, and they show very good awareness of counting. After snack time the childminder supports a love of books, and develops literacy awareness, as she reads with the children. Exciting resources are provided and a basket with brushes is shown to the children. They are encouraged to think about how they use a toothbrush and then enjoy demonstrating cleaning their teeth. Their thinking is further developed as the childminder shows them a large washing-up brush. When the children say it is for brushing their teeth the childminder gently laughs before explaining it is too large for a toothbrush. Consequently, children are being exposed to learning that invites them to become thinkers and they make good progress in their learning. They also develop confidence and this, together with varied learning, ensures that children have the key skills to prepare them for the next stage in their learning.

The childminder fully involves parents in children's learning. During the induction process the childminder talks with the parents to gain an accurate understanding of children's care needs and learning stages. This supports her to provide a broad range of resources and activities that support individual learning. A daily diary is passed between parents and the childminder which is very detailed. It covers their activities and the learning undertaken during the day. In turn, parents also write in the diary and this explains to the childminder what the children have been doing at home. Along with verbal exchanges every day, this ensures the childminder and parents share a very good understanding of the children's needs. Children are then supported well as everyone involved in their care is aware of what they need. The childminder is able to talk to children about what they have been doing at home and this instils confidence as well as supports children in their communication and language development. The childminder also makes contact with the local pre-schools and is aware of the learning that children undertake in other settings. The childminder is then able to deliver complementary learning which further supports children's development and progress. The childminder is aware of the progress check at age two and will complete this and share with parents, when necessary.

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

The children are very well settled and they have made secure attachments with the childminder. Information about children's care needs and routines are collected from

parents before children start and the childminder is able to adapt her routine to support them. Children settle into the childminder's care gradually and strategies are in place to support them in their transition. Consequently, transitions are handled smoothly and sensitively, and children's emotional well-being is supported. The childminder is warm and responsive and she meets the children's care needs as soon as they arise. Children are learning to use the toilet and the childminder is quick to help them and support their new skills with praise. Children show a real delight in new situations and exhibit good self-confidence when, with encouragement from the childminder, make a visitor a pretend cup of tea. During play, children learn social skills as they play together and the childminder is on hand to encourage sharing when it is necessary.

The childminder supports children's behaviour as she provides clear guidance about acceptable behaviour. For example, when a child is asked not to do something the childminder explains why. When a child continues, the childminder gains the child's attention again, explains the reasons so the child can fully understand, and this stops the unwanted behaviour. Subsequently, children are well behaved at the childminder's home as they are sensitively supported to manage their behaviour. The childminder supports children to understand risks and before driving in the car encourages children to pretend they are going around a bend without a seatbelt. She then asks them to put on their seatbelt and they repeat the game to understand the impact this has. Children are therefore gaining an understanding of risk. There is scope, however, to extend children's understanding of risks associated with their immediate environment, to support their self-control even further. Children learn about other cultures through activities that the childminder provides and the resources that are supplied. This supports children to understand others and, therefore, celebrate differences. The children have a secure relationship with the childminder and their behaviour shows that they feel safe when they are with her.

Children learn how to keep healthy during the snacks and lunches they have while at the childminder's home. The parents supply healthy food and the childminder supports healthy practices by talking with the children about their food. The childminder also provides resources that encourage children to explore healthy practices, such as, brushing their teeth with a toothbrush. Children are learning to be independent as the childminder encourages them to think about when they are thirsty and she then provides a drink. Children are supported in their personal hygiene as the childminder asks them to remember what they need to do when they cough. Children remember to cover their mouth with their hand which enables children to build on past experiences and strengthens their knowledge of hygiene. The childminder is quick to respond to children that need the toilet or have their nappy changed. Children's privacy is assured as nappies are changed away from the other children and this contributes to their well-being. The environment is extremely clean and very safe which supports children to be safe. The indoors is well-resourced and welcoming, and the outdoor environment is equipped with ride-on toys. When the outdoors is not used, for example, when the decking area is risk assessed as too slippery, the childminder ensures they go out to play. They enjoy walks to collect leaves in the local park and this ensures they have fresh air and exercise every day. Children's all-round development is well supported and they are well prepared for the next stage in their learning.

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

The childminder has comprehensive records and policies in place and this contributes to safeguarding children. Policies include a sun protection policy which details how to care for children in hot weather conditions. The childminder is knowledgeable about her policies and ensures that children wear sun suits if appropriate, and applies sun cream to protect them when it is sunny. In addition, her garden is well protected in sunny conditions and there is suitable shade. The childminder also has a behaviour management policy and has attended training which supports her knowledge. Children are always treated respectfully and this is apparent in the way that children respond to the childminder. Further policies are held that include health and safety, and safeguarding children. The childminder is aware of the signs and symptoms of abuse and how to proceed if a concern should arise, in order to safeguard children. The childminder is proactive at keeping policies up-to-date and putting them into practice, which ensures that children are safe and well cared for at all times. The relevant checks have been carried out on people living or visiting the premises which safeguards children. The childminder has comprehensive risk assessments in place which further contributes to the safety of children.

The childminder has a good knowledge of the learning and development and safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She monitors her assessments of children to ensure they are progressing in line with their developmental age. Where children are found to be at a lower developmental age, the childminder applies appropriate strategies, working with the parents, to support their learning. The childminder also monitors her planning to assess whether it is appropriate for children's ages or whether there is scope to re-visit activities to further extend children's learning. The childminder updates her training on a regular basis, and a recent course attended on language development supports her to develop these skills with children. The childminder is very proactive at identifying and attending training to support her work with children. Consequently, children are supported in their development and make good progress while in the childminder's care.

The childminder is very reflective about her practice and has a comprehensive self-evaluation plan. This is updated yearly and explains improvements made, such as, encouraging parents to provide more information about their child, and sending out questionnaires to gain feedback. It also includes creating a photograph gallery so children can choose toys and displaying children's photographs above their pegs. All improvements support children in their development and the childminder shows a strong drive for improvement. Parents are provided with questionnaires which enable the childminder to gather their views. One parent suggested a different food for their child and the childminder was keen to support the family and provided this for the child. Children's views are also considered and practice is changed or enhanced to take into account children's wishes. Parents are happy with the childminder's service and they explain that their child's learning is shared with them on a daily basis. Further written comments explain their children are happy and safe in the childminder's care. They describe her home as spacious, warm and homely. Good practice is shared and developed as the

childminder hosts regular meetings with other local childminders. This enables partnerships to be strengthened and practice supported. The childminder is proactive at speaking with local pre-schools and practice is shared to make a strong contribution to supporting children's learning.

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	202245
Local authority	Essex
Inspection number	942223
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	22/01/2009
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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