

<b>Inspection date</b>	07/05/2014
Previous inspection date	09/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 childminder has a good understanding about safeguarding children from harm and, as a result, they are well protected in her care.
- The childminder seeks a wide range of views and opinions about her childminding service. This help her to effectively monitor her practice in order to consistently bring about improvements.
- The childminder develops good relationships with parents. This helps her to be consistently aware of children's changing needs and ensures that care provided is effectively tailored to their personal requirements.
- Overall, the childminder's strong teaching practice clearly supports children across all areas of learning and helps them to make good progress towards the early learning goals.

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

- There is room for the childminder to enhance chances for children to enrich their language skills by, extending opportunities to link letters to sounds.
- The childminder does not always maximise opportunities to increase children's understanding about health and personal care in relation to pets and hand drying.

## 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 house and talked with the childminder and her voluntary assistants.
- The inspector viewed the areas of the childminder's home and garden used for childminding.  
The inspector looked at children's assessment records, planning documentation, evidence of suitability of those living or working in the home, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents through written comments and via telephone on the day of inspection.
- The inspector reviewed the childminder's self-evaluation at inspection.

## Inspector

Ann Cozzi

## Full report

### Information about the setting

The childminder was registered in 1977 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Epping, Essex. The childminder sometimes works with two voluntary assistants. The whole of the ground floor and the rear garden are used for childminding. The childminder has a pet dog. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and parks on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently 10 children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

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

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

- extend children's understanding of health and self-care with regard to consistent hand washing after contact with pets and hygienic hand drying facilities.
- enhance opportunities for children to extend further their developing language skills by increasing opportunities for them to link sounds and letters.

## Inspection judgements

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

The childminder uses her knowledge of the learning and development requirements effectively. This ensures that children are supported well by her to make good progress towards the early learning goals. She achieves this by ensuring that regular observations of children's development are undertaken and accurately assessed. This provides her with clear information about their development level and next steps in learning. The childminder also completes children's progress checks at age two and shares them with parents. As a result, any gaps in children's learning are effectively identified and extra support to minimise these, can be quickly sought. The childminder ensures that her planning consistently provides children with appropriate and effective challenge. Therefore, children are supported well to gain the necessary skills in preparation for their next stage in learning, such as moving onto school. Children's contributions are valued by the childminder. She effectively encourages them to take part in purposeful conversations and asks open-ended questions. The childminder does not rush children, ensuring that they have plenty of time to think through their response before replying. Young children's listening and attention skills are also supported well. The childminder makes certain that children can see her and speaks clearly to them. She encourages children to

follow simple instructions, which they respond appropriately to, illustrating their growing level of understanding.

Children thoroughly enjoy being able to choose what they would like to play with from the wide range of interesting toys and resources provided. The childminder effectively builds on their learning through following children's ideas and interests. For instance, she has provided an extensive range of books about vehicles for children who show an interest in lorries and trucks. This teaching method effectively arouses children's curiosity, encouraging them to develop literacy skills. For example, they clearly demonstrate their growing understanding of how stories are structured, describing their interpretation of what is happening in each picture to younger children. However, opportunities for children to take part in activities linked to increasing their understanding of sounds and letters are limited. This does not fully extend children's learning, with regard to literacy. The childminder understands the importance of fostering children's curiosity. She makes sure that they are able to take part in uninterrupted play, enabling them to explore and discover things for themselves. As a result, children spend time problem solving, working out how to successfully make a ball roll along a track into a container. This effectively supports them to develop a positive disposition and attitude to learning. Children develop increased control of their bodies as they climb, jump and slide using equipment that provides realistic challenges. The childminder provides children with plenty of opportunities to develop their social skills at local toddler groups. This gives them the chance to learn about similarities and difference as they make new friends.

The childminder has developed good relationships with parents. She makes time to speak to them on a regular basis to exchange information about their child's progress. She also gives parents some ideas about how they can extend their child's learning at home. This also provides parents with the opportunity to share important information about their child's achievements at home. This means that the childminder is able to maintain a good understanding about what each child knows and can do.

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

The childminder acts as key person to all children attending. Her settling-in procedures ensure that children are supported to adjust quickly to the new care arrangements and environment. This effectively promotes children's feelings of safety, security and well-being in her home. Children form strong bonds and attachments with the childminder, peers and volunteers working in the home. For example, they invite adults to join in with their games and look to the childminder for support, when needed. The childminder ensures that she works closely with parents in order to meet children's care needs. She asks for information about each child's personal needs before they start attending. This is continued throughout the placement, ensuring that the childminder can effectively tailor her care practice for all children.

The childminder is attentive towards the children in her care. She offers appropriate support and encourages them to take responsibility for their own self-care. For example, more able children take themselves to the toilet. As a result, children are supported well in preparation for their move to school. The childminder ensures that she consistently uses

positive behaviour management strategies. This helps children to develop high self-esteem and confidence, encouraging them to behave well. For example, they are successfully encouraged to share and take turns when using popular resources, such as a rocking horse. They relish the praise they receive from the childminder for this achievement, which in turn, reinforces their good behaviour. Children's awareness of personal safety is promoted well by the childminder. For example, she monitors activities, offering guidance and encouragement as she teaches children how to judge risks for themselves. For instance, children learn how to safely climb onto and use large play equipment.

Children's good health is generally protected. For example, the childminder provides gentle reminders to make certain that children wash their hands after using the toilet and before meals. However, on occasion, learning opportunities are missed to further extend and build children's understanding of the importance of personal hygiene. For instance, practice with regard to hand drying facilities and ensuring that children wash their hands after contact with the childminder's pet dog is at times inconsistent. The childminder provides children with healthy and nutritious foods, for example, they enjoy raw carrots and fresh fruit as snacks. She also gives children clear messages in order to increase their understanding of why it is important to have a healthy diet. Food provided by parents is stored and appropriately reheated by the childminder. All children have access to drinks when they are thirsty. The childminder provides children with daily opportunities to take part in physical play and spend time outside in the fresh air.

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

The childminder regularly attends safeguarding training. This ensures that her good understanding of how to protect children from harm is consistently maintained. In addition, the childminder has made sure that volunteers working in her home have completed basic safeguarding training. The clear safeguarding procedure is also shared with volunteers, which ensures that they are aware of what to do if they have any concerns about a child's well-being. This further demonstrates the childminder's good understanding of all aspects of child protection. Appropriate checks are undertaken on all persons over 16 years living or working in the home. This provides parents with the reassurance that all adults having contact with children are safe to do so. Risk assessments are effectively carried out on all areas of the home accessible to children. This means that the childminder is able to consistently identify and reduce potential risks to children. For example, the childminder keeps external doors locked to prevent children leaving the premises unnoticed.

The childminder has attended a wide range of training opportunities since her last inspection. This supports her continuing professional development well, because it ensures that she remains up to date with changes in teaching practice and legislation. This has a positive impact on the education programmes provided for children. As a result, they continue to enjoy a wide range of interesting learning opportunities. The childminder seeks the views of parents and volunteers as part of her reflective practice. She also networks with other registered childminders and her development officer. This helps her to effectively reflect on practice and effectively identify areas for development to improve

the service provided. The childminder demonstrates a good understanding with regard to meeting the learning and development requirements. She regularly reviews children's achievements, to make certain they continue to make good progress towards the early learning goals.

The childminder has a good understanding with regard to the importance of developing effective partnership working. For instance, she exchanges information with parents and other early years providers that the children also attend. This ensures that children's continuity of care and learning is promoted well. Parents comment that they 'feel very lucky to have found' the childminder and that she provides them with lots of information about their child. They also feel that their 'children are safe and well looked after' in the childminder's care. Parents say that they think the childminder is 'fantastic' and that she is 'part of the family'.

### **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>	560156
<b>Local authority</b>	Essex
<b>Inspection number</b>	869487
<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>	12
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/04/2009
<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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