

Inspection date

08/05/2014

Previous inspection date

10/05/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 quality of teaching is rooted in the knowledge and understanding of how children learn. As a result, children are well prepared for their next stage in learning, such as school.
- Assessments of children are based on secure knowledge of how children learn and develop and parents are encouraged to take part in children's initial and ongoing assessment. Consequently, children are happy and relaxed in the childminder's care.
- The childminder forms appropriate bonds and attachments with children so that they are emotionally secure in her care. She is fully aware of the children's safety and well-being and clearly demonstrates that she keeps children safe.
- Partnerships with parents are good as the childminder understands the importance of good communication about children's learning and development. She communicates with parents in a variety of ways, ensuring that they are kept up to date in their child's learning and development.
- The childminder has a strong commitment to developing her knowledge and skills to further benefit the children.

It is not yet outstanding because

- There is scope to provide further opportunities for children to investigate more complex electronic equipment and explore the technology of toys, such as cameras or an electronic keyboard.

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 in the downstairs area.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
The inspector looked at children's assessment records, evidence of suitability of the childminder and household members, the childminder's self-evaluation details and a range of other documentation, including safeguarding procedures.
- The inspector took account of the views of parents, as given in their written feedback to the childminder.

Inspector

Tina Mason

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in Basildon, Essex. The whole of the childminder's house is used for childminding and there is an enclosed garden available for outside play. The childminder takes children on outings to the local shops and park. She is able to take children to, and collect them from local schools, nurseries and pre-schools. The childminder currently has four children on roll, of whom three are in the early years age group. The childminder operates all year round from 6.30am to 8.30pm, Monday to Friday, except for bank holidays and family holidays, agreed in advance. Children are able to 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 children's opportunities in exploring the control technology of toys. For example, a toy electronic keyboard.

Inspection judgements

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

The childminder uses effective teaching methods to support children's learning well. She demonstrates a secure understanding of how children learn and develop, taking into account each child's age and stage of development, individual interests, skills and abilities. Children are very happy in the care of the childminder. She makes effective use of observations and discussions with parents to assess children's starting points. Clear ongoing assessment, which is based on regular observations, enables the childminder to clearly identify the next steps in children's learning. All children are making good progress towards the early learning goals. Young children are curious, eager to learn and developing increasing levels of concentration. These skills help to prepare them for the next stage in their learning and ultimately school. The childminder talks regularly with parents about their children's development and learning. Parents regularly view their child's development folder. They support and share information about their child's learning at home through updating the 'All About Me' forms. The childminder provides parents with an up-to-date summary of their child's progress at two-years-old. This summary effectively contributes to the developmental check undertaken by the health visitor.

Children respond happily to the childminder and are keen to join in the exciting play activities that she provides. For example, children enjoy playing at the sand tray in the garden, where they enjoy the sensory experience of making marks in damp sand and the childminder talks to children, as they play with the sand, to encourage them to think about

when something is full, empty or holds more. Children are learning to have a love of books as the childminder regularly reads to them. They cuddle up to the childminder as she reads their favourite stories. She effectively involves children in the story, by asking them questions about what they see in the pictures. This promotes good communication and language skills with children and they begin to learn new words. Children enjoy looking at books and are beginning to turn pages correctly. Children explore technology through using some play resources. Toddlers show good levels of concentration as they push buttons and pull flaps on activity centres. However, children have fewer opportunities to explore more complex electronic equipment, such as cameras and keyboards, to extend their interest in technological toys.

Children's days include a good variety of outings where they meet other people, use alternative play equipment and learn about the world around them. A favourite outing is to the local park. Children play on large apparatus that promotes their physical skills. Adult-led activities enable children to learn about colour and shape. For example, while playing with the different coloured pots of play dough the childminder encourages the children to name the different colours of the dough. Children express their imagination and creativity through their artwork and through role-play games. They assign personalities to play figures and act out stories with the childminder. The childminder provides good opportunities for children to learn about similarities and differences between each other in a diverse society by celebrating festivals and through the use of books and resources.

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

Children's well-being is promoted as the childminder takes time to listen to what they have to say and this helps them to feel valued. Children's self-esteem is promoted with consistent interaction, well-organised activities and the freedom to make choices about their play. The childminder is sensitive and caring and fully supports children in forming strong, emotional attachments. This provides a solid foundation for their personal, social and emotional development and helps children to be ready for their transfer to pre-school or school. Children form positive and close relationships with the childminder and her family and are very happy and settled. The childminder's home is arranged to enable children to play safely. She helps children gain a good awareness of keeping themselves safe with consistent, age-appropriate explanations. This helps to raise children's awareness of potential dangers and enables them to understand the consequences of their actions.

Children follow regular routines that help them to learn about good hygiene practices and the importance of personal care routines. For example, they learn to wash their hands prior to eating. Children learn about healthy diets and are learning about the reasons why eating a nutritious diet is important. They participate in a varied range of activities, which positively contribute to their physical fitness. Children have daily access to the childminder's garden and enjoy daily exercise and fresh air, where they love to use their physical skills to use the ride-on toys.

The childminder works in close partnership with parents to support children's all-round

development and emotional well-being. Children settle well because the childminder is fully aware of each child's individual routines. She prioritises gathering important information about children from parents during the preliminary visits and then effective settling-in sessions are organised to meet the needs of each child. As a result, children quickly settle into the childminding environment, which helps to support their care, learning and development. Children are supported well by the childminder with their achievements valued and as a result, their behaviour is good. They are encouraged to take responsibility for themselves as they learn to listen, share, take turns and be kind to others. Consequently, children learn how to play cooperatively. The childminder is attentive to responding to children's different personalities, offering regular praise and encouragement, which contributes to children developing a sense of self-worth.

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

As a result of the childminder's last inspection carried out by Ofsted, she has worked closely with the local authority to improve her knowledge and understanding of the Early Years Foundation Stage framework. Effective changes have been implemented and children's welfare and safety is assured. The childminder has updated her knowledge for safeguarding children regarding the use of mobile phones and cameras in the provision; she now provides all parents and visitors to the premises with clear procedures on the use of mobile phones to safeguard children. The childminder has a good understanding of her role and responsibility in safeguarding children from abuse and neglect. She knows the signs and symptoms that would give her concern and is confident to follow the appropriate procedures when necessary. The childminder has attended a safeguarding course and has updated her procedures accordingly. Thorough risk assessments are carried out to ensure that the premises are safe and secure and hazards to the children are minimised.

The childminder fully understands and fulfils her responsibilities for the requirements of the Statutory framework of the Early Years Foundation Stage. She demonstrates a good level of knowledge of the learning and development requirements and monitors the educational programmes to ensure that children are making good progress in her care. Assessments of the children are thorough and the childminder knows the children well and this helps to form strong attachments and bonds with children. The childminder takes the children out and makes good use of the local community facilities for young children and has developed good links with the local school. Systems for monitoring and evaluating practice are well established. The childminder knows her strengths and has clear action plans in place to improve learning experiences for all children.

The childminder builds good partnerships with parents. She promotes effective communication through talking with parents each day and by providing a daily diary, which sets out children's care needs, as well as the activities they have enjoyed and the progress they are making. She encourages parents to provide information about their child, which helps her ensure continuity between the child's home and the setting. The childminder develops links with other providers of the Early Years Foundation Stage. She is confident about forming links with other provisions and professionals to ensure a

coordinated service for all children and a sustained consistency of care across settings. This ensures that she meets every child's individual needs successfully.

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

Unique reference number	EY313651
Local authority	Essex
Inspection number	922584
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	10/05/2013
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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