

Inspection date

Previous inspection date

04/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 display very strong bonds and secure attachments to the childminder and her family. This is extremely successful in supporting children's feelings of security and emotional well-being.
- The childminder provides a wide range of resources, activities and different play experiences for children to choose. This gives children the independence to make decisions on where and what they want to explore.
- Good partnerships with parents give the childminder an accurate knowledge of children's abilities and interests. This ensures that she provides interesting and appropriately challenging experiences to promote children's good progress in their learning.
- Safeguarding arrangements are secure, with the childminder showing a clear understanding of her responsibilities and taking effective steps to ensure children are always kept safe while in her care.

It is not yet outstanding because

- There is room to increase the opportunities for learning outdoors in order to promote children's learning and well-being further.
- There is scope to improve the effective links between all settings that children attend to further support their learning and welfare.

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 and childminder jointly observed and discussed children's learning and development during a child-initiated activity.
- The inspector spoke to, and interacted with, the childminder and children throughout the inspection.
- The inspector looked at the resources and equipment provided and how effectively they are used to support children's play and learning.
- The inspector examined a selection of information and documentation relating to the suitability of all adults, children's safeguarding, welfare and developmental progress.

Inspector

Susan Parker

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged nine years and seven months, in a house in Harlow, Essex. The ground floor, one bedroom and the bathroom on the first floor is used for childminding. The garden is not used for outdoor play. The childminder attends toddler groups and activities locally. She visits the shops and park on a regular basis. She collects children from the local school and pre-schools. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. There are currently three children attending who are in the early years age range. Children 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:

- increase opportunities for children to experience all areas of learning in the outdoor environment, so that these are as effective as those they have indoors
- expand the already good partnerships with other providers to further improve the effective links between all settings that children attend.

Inspection judgements

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

The childminder has a good understanding of the Statutory framework for the Early Years Foundation Stage and she has attended additional training to support her knowledge. She undertakes regular observations on each child and these are used to measure children's progress through assessment. The childminder effectively uses opportunities to promote their language where possible. For example, as children are engaged in a chosen activity, the childminder talks to them about what they are doing. Children who speak English as an additional language are making rapid progress in their understanding and speech. The childminder uses appropriate and timely interventions which enable children to explore and learn safely. For example, children are taught to put the doll into the pram rather than climbing into it themselves. The childminder provides interesting and exciting activities which support children's good progress across the prime and specific areas of learning. Children regularly visit the park and play areas to extend and master their physical skills. They show good levels of confidence as they carefully decide which toys and activities they want to choose. Children regularly attend pre-school activity groups which enables them to get used to learning in group situations. All children are making good progress in all areas of learning and development. They are acquiring positive skills and dispositions to

learning, consequently, they are effectively prepared for school.

Children's next steps in their learning are clearly identified from the childminder's observations and these are incorporated into the planning of future activities. Regular trips and visits into the community enhance children's experiences and knowledge. For example, children visit the bakers and use money to buy a cake. They are learning patience as they often wait until they get home before they have a taste. Children's physical development is well promoted as they are encouraged by the childminder to use a range of resources and equipment in the local parks where they can climb, jump and run safely. These activities have to be planned for because the childminder's garden is currently under renovation and not safe to use at present. As a result, children cannot freely move into the outdoor area to expand their learning in the outdoor environment.

Partnerships with parents are good because the childminder encourages them to be a part of their child's learning. She obtains detailed information from parents, which enables children to settle quickly and their ongoing progress is effectively shared. For example, parents speak on a daily basis and share information in a daily diary. This effectively enables them to share progress that they have seen at home and talk about their children's achievements. Consequently, children's learning and development is effectively promoted because of the consistency between the childminder and parents.

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

Children's emotional well-being, confidence and self-esteem are well promoted because the childminder enables children to form effective relationships, bonds and attachments. The childminder is a good teacher, she talks to children at their level and she supports them and values their affection. As a result, children's behaviour is good. The childminder provides an environment which is calm, friendly and welcoming. A good range of suitable equipment and resources are easily accessed by children. This promotes their independence and choice. Children show that they feel confident and secure. They are happy and enjoy their time in this setting, freely exploring the well-resourced environment.

Good settling-in procedures in partnership with parents enables children to feel secure and happy in the childminder's home. Consequently, children's care needs and well-being are effectively supported. The childminder displays a good understanding about the children in her care and they have developed strong relationships with her in return. Children show that they are developing a good awareness of keeping themselves safe. They respond to the childminder's effective communication showing that they understand their boundaries. Their independence is supported by the childminder who holds back and encourages children to try to do things for themselves. This effectively promotes children's personal independence skills and self-confidence. Consequently, children show that they understand how to keep themselves safe.

The childminder ensures that children have regular opportunities to participate in a wide range of physical exercise. They regularly visit the park and play areas, using equipment to promote their climbing and balancing skills. The childminder is currently not using her

garden, therefore, children do not have the opportunity to move freely from inside to outside as part of their natural play. Activities, such as growing cress, enable the children to learn about nature and healthy foods. Children's meals are generally provided by the parents, who work with the childminder to make sure the children eat healthily. Toddlers are encouraged to independently feed themselves. Children show their independence and skill as they hold and use tools safely. The childminder effectively supports children's growing independence by using a wide range of resources and activities which enable children to make good progress in the prime areas of learning. Children benefit from the childminder's good care practices which ensure that children's welfare and emotional well-being are well met in readiness for school.

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

The childminder demonstrates a good understanding of how to protect the children in her care. She effectively meets the safeguarding and welfare requirements through carrying out risk assessments in her home and when outside on trips and visiting places in the community. The childminder has recently updated her safeguarding children training which ensures that she is fully aware of the procedures to be followed in the event of a child protection concern being raised. Additionally, the childminder ensures that suitable checks are carried out on all adults within the home. The childminder displays a clear understanding of her responsibilities and therefore, children are effectively safeguarded.

The childminder has a good understanding of her responsibility to monitor and evaluate the quality of teaching and learning that she provides. She measures this by assessing children's progress and by effectively providing children with a wide range of learning opportunities and activities which are well matched to children's needs and interests. The childminder continues to strive for further improvement and has embarked on a level 3 early years qualification in order to continue to extend her knowledge and experience with early years children.

Partnerships with parents are effective because they work together with the childminder. Written daily diaries backed up by verbal and electronic communication enable parents to keep regularly informed and participate in their children's ongoing learning. Partnerships with other local early years settings are also good because the childminder endeavours to work closely in order to promote a consistent approach in children's learning. However, there is room to further improve links with other early years settings that children attend in order to expand the consistency and coherence in children's learning and development. The childminder regularly talks to the parents and other professionals which helps her to evaluate the strengths and areas for improvement in her practice. Additionally, she has focused plans of what further improvements she wants to make and this shows that she has the enthusiasm and capacity to continue to make improvements to her early years setting.

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	EY424370
Local authority	Essex
Inspection number	955707
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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