

Inspection date	02/06/2014
Previous inspection date	03/12/2013

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Positive attachments have been formed with the childminder. This means children are confident and engage in their surroundings as they actively learn.
- Exchange of information with parents when children first attend is positive. As a result, children's individual needs and care routines are supported and children's well-being is appropriately fostered.
- Teaching strategies are good. This is because the childminder is committed to ongoing training and understands how children learn. Children are taught in a homely, fun and child-friendly environment.

It is not yet good because

- Children's safety cannot be assured as not every member of the household has completed appropriate suitability checks.
- The outdoor learning environment does not consistently provide the same quality resources and learning opportunities as the indoor environment.
- Babies and younger children have fewer opportunities to play with natural and open-ended resources to encourage them to explore in different ways.

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 environments and had a tour of the premises.
- The inspector held discussions with the childminder and the children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the childminder, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to at the inspection, and written references obtained by the childminder.

Inspector

Lynn A Hartigan

Full report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children, of whom two are adult children and one is aged 16 years, in a house in Sible Hedingham. The ground floor of the premises and the rear garden are used for childminding. The family has two dogs, chickens and a rabbit as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently 17 children on roll, six 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 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide Ofsted with the necessary information in order for it to carry out its responsibility for checking the suitability of all those aged 16 or over who work on the premises; this refers to ensuring that all members of the household complete their suitability checks through the Disclosure and Barring Service.

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

- develop resources and activities available to children to support their learning and development in all seven areas of learning in the outdoor environment
- provide young children with more opportunities to discover and explore using natural materials.

Inspection judgements

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

The childminder has a secure knowledge of how children learn and does have high expectations for all children in her care. This is based on the initial assessment made with parents when children first attend. The childminder understands her role in teaching children to promote their learning and uses appropriate guidance to support her knowledge. Children are provided with fun and interesting activities indoors, that supports

their learning in all seven areas. They are able to easily access resources available to them to extend their play. For example, children delight in making a train track. Even very young children concentrate and work well together. They use a play phone to call the train driver and give instructions. The childminder asks carefully framed questions to encourage children to think and problem solve. For example, she asks children what pieces they think they need to complete the track. However, resources for babies and younger children, such as sensory play and treasure baskets, are not consistently available to encourage their creativity, or to provide them with opportunities to play without an end result required.

The childminder completes regular and precise observations of the children's progress. Each child has a play plan, which details their own ideas and their identified next steps in learning. The childminder successfully completes the progress check for children between the ages of two and three years. Parents are provided with regular opportunities to share in their children's ongoing learning. However, opportunities for learning outdoors are not consistently maximised as there are fewer activities and resources to support learning in all areas, although, children's physical development and understanding of the world outdoors is good. Young children excitedly help the childminder collect eggs from the chicken run. They know to walk slowly and handle the eggs with care. They bounce on the trampoline and use ride-on toys with skill. Children are extremely good communicators and hold conversations and ask lots of questions. The childminder introduces new words into their vocabulary. Text and posters are displayed within the indoor environment and children are beginning to understand this has meaning. For example, children explain what the displayed reminders mean within the bathroom regarding how to wash their hands. Children enjoy painting; babies use their hands to make patterns. Older children make good attempts to write their names. These are all good skills in preparation for their next steps in learning and for school.

Parents are positively encouraged to share information about their children's development at home. The provision of a home link day book supports this. Newsletters and wall displays also provide parents with good information regarding the activities their children are offered. Each child has a development file that is routinely available for parents to view and add comments. The childminder has established strong links with the local pre-school and primary school that children attend. With parental consent the childminder is able to discuss children's developmental progress to ensure consistency and continuity of care across all settings.

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

The childminder has established secure bonds with the children in her care. This is because the childminder encourages parents to settle their children. All the relevant information regarding children's individual needs is documented and discussed at this time. Parents are warmly welcomed into the home along with their children, and therefore, the transition from home to the childminder care is smooth. In addition, this helps to foster children's sense of belonging and supports continuity of care.

Children are consistently cared for by a very calm and reassuring childminder. Children are

confident and happy in her home. They feel secure as they are familiar with the daily routines, such as washing hands before meals and after nappy changing routines. Children are beginning to learn about their own personal safety. For example, they are taught about road safety when out walking in the local environment and practise the evacuation of the premises so that they know what to do in the event of an emergency. The children are busy and engage in a variety of activities within the home. The childminder interacts well in their play, prompting conversation. Young children learn to share as they are supported well by the childminder. This is because she uses appropriate strategies according to the child's understanding and stage of development. For example, when babies take resources from an activity older children are playing at, they are gently encouraged to wait a moment and are praised for their patience. However, the childminder does not always provide or make best use of, resources outdoors to offer good learning experiences for all children to keep them highly motivated and engaged. Children social skills are supported as they are offered many opportunities to socialise with other children, for example, attending various toddler groups. Here they learn to take turns, interact with others and share toys. Children confidently take themselves to the bathroom and are able to take care of their own personal needs. This is because children are encouraged to be independent in preparation for their move to school or other early years settings, such as pre-school.

Children's dietary needs are managed well. Children are offered healthy and nutritious snacks and are able to access drinks throughout the day to ensure they are hydrated. Young babies are regularly reminded to have a drink. They are cuddled or rocked to sleep when they become tired and have their comforters. The childminder regularly checks on them to ensure their safety. Children relish their time outdoors and are able to enjoy fresh air and exercise daily as they use the garden. This all contributes to children's understanding of the importance of a healthy lifestyle.

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

Following the last inspection the childminder was required to address the welfare requirements notice that was issued. This related to issues around having robust risk assessments. The home is now routinely risk assessed and any potential hazards are addressed to ensure children play in a safe and secure environment. In addition, the childminder was asked to ensure any concerns relating to a child's safety were referred to appropriate agencies without delay. Clear policies and procedures are in place relating to child protection. The childminder now demonstrates a secure understanding of her role and responsibilities to ensure children's well-being is protected. However, not all people living in the household have completed the necessary checks to ensure they are suitable to be in contact with children. This refers to the childminder's own child who has now turned 16 years of age and is yet to complete a check through the Disclosure and Barring service. The risk to minded children is considered as minimal as the childminder ensures that minded children are not left unsupervised with any person that has not completed appropriate checks.

The childminder is reflective and evaluates her practice. The childminder demonstrates a

satisfactory capacity for continuous improvements. For example, she welcomes any support and advice from the local authority development adviser and regularly attends cluster group meetings with other childminders at the local children's centre. Good practice is shared and the attendance at early years workshops and training means children benefit from a childminder who understands and meets their learning needs well. The childminder regularly monitors how she observes and assesses children's progress. She makes good use of appropriate guidance relating to children's development. The childminder is able to discuss the strengths and weaknesses in her provision and has clear ideas for future improvement. The childminder positively welcomes both the children's and their parents' views regarding her practice, to assist her in this process.

The childminder has established very positive working relationships with the parents. Information is exchanged through the use of a parents noticeboard, daily diary and regular newsletters. This ensures parents are kept well informed of their child's routines and activities they have enjoyed. Written references from parents in preparation for this inspection are all exceptionally positive. They speak highly of every aspect of care and learning their children receive. The childminder is aware of the importance of sharing information with other early years providers and outside professionals when required, in order to promote consistency for children across the different settings they may attend.

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	EY330637
Local authority	Essex
Inspection number	963256
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	17
Name of provider	
Date of previous inspection	03/12/2013
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

