

<b>Inspection date</b>	06/06/2014
Previous inspection date	01/10/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 childminder knows children well and uses effective teaching methods to enable all children to make good progress given their starting points. As a result, children are well prepared for the next stage in their learning.
- Children are warmly welcomed into the family setting and form secure attachments with the childminder and her assistant.
- The childminder and her assistant safeguard children, they have a thorough knowledge and understanding of their role and responsibility in keeping children safe from harm.
- The childminder is well organised and demonstrates a good attitude to improving her knowledge and skills. Consequently, she has taken appropriate action to ensure all of the requirements of the Early Years Foundation Stage are met.

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

- The childminder is not making the most of the parents observations of their children's learning, so they can work together to help plan and share ideas about how to move children forward.
- There is room to strengthen the communication and understanding of young children who speak English as an additional language, for example, by using more visual clues and key words in the child's home language.

## 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.
- The inspector held discussions with the childminder and the assistant about the children's progress and achievements.
- The inspector viewed a sample of the children's development records.  
The inspector saw evidence of suitability and qualifications of the childminder, her assistant and her family, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents from references obtained by the childminder.

## Inspector

Patricia Champion

## Full report

### Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children. They live in a house in Braintree, Essex. The childminder works with an assistant from this address. She uses the whole of the ground floor and the rear garden for childminding. The family has two dogs and keep fish as pets. The childminder attends a local toddler group and activities at the local children's centre. She walks or drives to local schools or pre-schools to take and collect children. There are currently 14 children on roll, of whom eight children who are within the early years age range, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. She supports children who speak English as an additional language. The childminder operates all year round from 7am to 6.30pm, Monday to Friday, 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:

- build on opportunities for parents to share information about children's achievements at home to involve them further in their children's learning and development, for example, by contributing more of their observations to the development records and sharing ideas of how to move each child forward
  
- extend the communication and language skills of children who speak English as an additional language, for example, by using more visual clues and key words in the children's home language.

## 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 how young children learn. Children are making good progress as they have access to high quality resources, activities and outings that support their learning in all seven areas. Play materials are easily accessible so that young children can make choices and take decisions about their play and learning. Therefore, children show a happy disposition towards their learning as they explore, investigate and use their creativity and imagination. Children particularly enjoy using tactile and sensory materials, such as, sand paper, bubble wrap or fabrics, where they can explore and describe textures. They are also creative and make items, such as, greetings cards to mark Father's Day. The childminder thoroughly enjoys her time with the children and is enthusiastic about the role she plays in their lives. She supports children effectively

in their play and gives each child her attention so they feel valued and included in the activities.

Children are effectively developing the skills they need for future learning. A good variety of activities are planned to enhance children's readiness for school. They develop their independence skills as they put on their own shoes to go into the garden and relish the opportunity to choose between indoor and outdoor play. Children practise their early writing skills and learn to use a pencil with control. They look at books for pleasure and enjoy listening to stories. They capably count their toys and the play environment is rich in print so that children can learn about words and numbers using names and labels. The childminder promotes language development effectively through playful conversations and she repeats words to ensure that young children understand and can practise their emerging communication skills. Their communication is enriched as the childminder uses lots of open questions to encourage the children to fully express themselves. However, there is scope to improve the understanding and the language skills of the young children who speak English as an additional language, for example, by using more visual clues and key words in their home language.

Children are well placed to continue their learning at home because parents learn about any achievements through conversations, reports and regular opportunities to look at their children's development records. The childminder obtains basic information from parents about their children's needs and family backgrounds when they join her setting. As a result, she carefully plans to ensure that learning experiences are in tune with children's interests, enthusiasms and capabilities, right from the start. The childminder efficiently observes children during activities and makes sound assessments of their abilities. She also successfully tracks their progress so that she can identify swiftly if there are concerns about a child's development. The childminder also efficiently completes the required progress check for children between the ages of two and three years. She understands how to involve parents in this process, so that they can share what they know about their child's learning. The childminder has also recently started completing a more detailed report that highlights all the children's next steps in each area of learning. However, she has not started sharing this with parents, so they can give useful information for ongoing assessments and future planning. As a result, children are not reaching their full potential as the childminder does not have a complete all-round view of their development.

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

Children play in a comfortable environment and they really have fun and want to try new experiences as they play. They enjoy warm relationships with the childminder and her assistant and display a strong sense of belonging in her home. Plenty of hugs and cuddles are offered so that young children feel very welcome. Efficient settling-in procedures are in place. Children have short visits before they start so they get to know the childminder and her assistant. The childminder successfully prepares children for the transfer to nursery or school. She ensures that children are confident in being around larger groups of children as they attend toddler group sessions and they go on a variety of outings. This helps children learn about the local community and refines and enhances their good social skills. The childminder has well-established links with local nurseries and schools. This

benefits children at a time of change, through consistency of care and learning experiences. The childminder liaises with key persons and teachers to ensure the activities she provides complements learning in the classrooms, where children may spend more time.

The childminder and her assistant are positive role models and they encourage children to be polite and friendly towards each other. Consequently, children behave well, become confident and are encouraged to develop the social skills they need for the future. Praise and encouragement is given to enhance children's self-esteem, help them develop a good self-image and to enable them to feel a sense of security. Children show they learn about staying safe on outings, as they explain how they use car seats and seat belts on every journey in the car. They learn about the importance of following sensible road safety procedures when they go for walks. Children also routinely practice evacuation drills so that they learn how to swiftly exit the premises in an emergency.

Children's health is well promoted. The childminder works very closely with parents to ensure children's individual medical needs or dietary requirements are recognised and met. She also encourages children to learn and understand how to keep themselves fit and well. Meals and refreshments are nutritious and children are encouraged to try to taste new healthy foods. Suitably child-sized furniture is available so that children can comfortably serve and eat their food. The childminder ensures children gain fresh air and exercise each day. Children develop their physical skills as they use a variety of toys in the garden or go to soft play centres in the vicinity. Children follow good hygiene routines and nappy changing is sensitively carried out to preserve the children's dignity. There are good arrangements organised within the daily routine for children to sleep soundly and undisturbed.

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

The childminder has developed an effective understanding of the requirements of the Early Years Foundation Stage. Since the last inspection, the childminder has reviewed all aspects of her practice and has worked closely with her local authority adviser to make significant improvements. She has also been very receptive to information she received from the regulatory inspector, following the two monitoring visits carried out by Ofsted. As a result, the childminder has successfully ensured that she has addressed the previous actions to meet the safeguarding and welfare requirements. Children's are effectively protected from harm as the childminder has a clear understanding of safeguarding procedures and knows who to contact if she has any concerns about a child. The childminder is vigilant about the security of the children. The assistant and household members have completed the required background checks to ensure they are suitable to be in contact with children. Any visitors to the premises are closely monitored. All equipment is checked regularly to ensure that it is safe and clean for children to use. The risk assessments of the premises, garden and any outings are recorded in detail and ensure that possible hazards to children are removed or minimised.

The childminder has implemented clear methods of reflective practice and self-evaluation.

This means that she continually identifies her strengths and the priorities for development to enhance her service. She is successfully monitoring the educational programmes for children to ensure that they make good progress from their individual starting points and any gaps in learning are promptly identified. The childminder demonstrates a positive attitude to liaising with other childminders to share and discuss best practice. She also keeps updated on childcare issues and trends by reading literature from the Professional Association for Childcare and Early Years. All the mandatory training has been attended. The childminder is keen to continue her professional development and regularly attends forum meetings or workshops. The childminder successfully monitors the practice of her assistant. An induction programme has been set up and completed to ensure that the assistant can promote children's safety and well-being. In addition, the assistant has completed an online safeguarding course and attended first aid training alongside the childminder, so they both can deal with emergency situations.

Comprehensive policies and procedures are implemented to support children's well-being and these are routinely shared with parents. All the required parental consent agreements are in place so that the childminder can effectively support children's care and development. The childminder asks parents for their views and their comments are really appreciated and valued. Parents express their confidence in the childminder's ability to make their children feel part of the family. Parents also compliment the childminder on the wide range of activities and outings she offers. Partnerships are also well-established with teaching staff in schools to ensure that there is continuity in children's care and learning and important messages are passed onto parents.

### **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>	202616
<b>Local authority</b>	Essex
<b>Inspection number</b>	963093
<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>	6
<b>Number of children on roll</b>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/10/2013
<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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