

Inspection date	01/07/2014
Previous inspection date	05/10/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children develop extremely secure emotional attachments with the childminder. She is very caring and attentive. Children are happy in her company and thoroughly enjoy their time at the setting.
- The childminder and her co-childminder are enthusiastic about providing children with the best possible experience. Their very positive working relationship enhances the effective management of the setting. Therefore, children thrive in this enabling environment.
- Children are extremely motivated, passionately keen and eager to learn. They are provided with highly stimulating and enjoyable learning experiences by the childminder. Her quality of teaching is outstanding. Therefore, children's individual learning and development is significantly enhanced and they make excellent progress in their learning.
- Partnerships with parents are excellent and contribute to ensuring that children's individual needs are quickly identified and met very effectively. They are very much involved with supporting their child's learning in the home. This means that children's individual learning and development needs are significantly enhanced.
- The highest priority is given to protect and safeguard the welfare of the children. This is evident through extremely effective practices that successfully promote children's safety and well-being.

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 playing 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 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who works as her co-childminder and two children in Maldon, Essex. The whole of the ground floor, with the exception of the office, is used for childminding and there is an enclosed garden for outside play. The family has a dog and 9 chickens as pets. The childminder takes children on outings to the local shops and local park. She is able to take and collect children from local schools, nursery and pre-schools. The childminder currently has 10 children on roll, all of whom are in the early years age group. The childminder operates all year round from 7am to 7pm, 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:

- consider obtaining even more information from new parents to enhance understanding about children's starting points in each area of learning.

Inspection judgements

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

The childminder's very effective teaching ensures children are making excellent progress in their learning and development. She has superb skills and knowledge of the learning and development requirements and an exceptional understanding of how children learn. The stimulating environment, both inside and outside, ensures that all children make rapid progress towards the early learning goals. The childminder is very skilled in enabling children to explore, create and think critically and in promoting active learning. For example, the children chose to play with the cars. The childminder provided them with a large ramp so they could race their cars to the bottom. The children excitedly took turns rolling their cars down the ramp, jumping up and down with delight and excitement when each car crash landed at the bottom. The childminder then introduced cones at the bottom of the ramp, encouraging the children to aim their cars for the cones, further supporting their hand and eye coordination. She then started a score chart to keep a record of how many times each of the children's cars crashed into the cones. At the end of the activity the children were then asked to count how many times each of their cars had hit a cone and, estimate who had the most points by looking at the score card. This supports their use of counting and mathematical concepts, such as estimation. The childminder and children participate in all that they do with great enthusiasm. They enjoy an excellent balance of individually planned activities with plenty of opportunities to make their own choices and decisions. The childminder avidly engages the children as she

extends their learning through play-based interactions. The childminder holds rich, purposeful conversations with the children using challenging open-ended questions, which makes them think critically. She allows them time and space, so that they can reflect on their learning.

The exceptionally well-planned balance of child-initiated and adult-led activities ensures that children are supported by high-quality individualised learning opportunities, which engage them in a highly stimulating way. Children learn about the written word as there is an extensive range of text throughout the setting. Each child has an individual picture, which is used alongside their name on the self-registration board. This assists them to recognise their own name. The outdoor environment is exceptional. Children learn about the natural world and similarities and differences in relation to living things. They are able to talk about and observe animals, plants and other living things and talk about changes. For example, they use magnifying glasses to seek out insects when visiting the woods and local park. In addition, natural areas in the garden and at the childminder's allotment support children's learning about nature, including the building of a bug hotel. This is further extended as children use what they have learnt about spiders to make spider models out of salt dough and saw dust, with their legs being made of brightly coloured pipe cleaners. Children respond extremely well to the childminder's enthusiasm. For example, activities are complemented with related songs and rhymes, for instance, children join in creepy crawly action rhyme time. Children have extensive opportunity to express themselves in art and craft. Children have wonderful opportunities to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function as they take part in building a cardboard city. A vast array of different sized cardboard boxes are used to build and construct different buildings. The children learn about colour, shape and number as they design the building, count numbers of window and doors, and talk about the different shapes and sizes of the boxes. Children are starting to develop a love of books as they enjoy spontaneous and planned story time activities where they all act out a story about looking for a bear.

The childminder has an excellent understanding of the methods she uses to assess children's progress and plan for their next steps in each area of learning. She observes children very closely when they are new to gain details of their starting points in each area of learning. She also uses information gathered from parents, such as, children's likes, dislikes and general care routines. Although there is scope to extend the information further, to include even more detail about children's developmental milestones. This is in order to further enhance the childminder's awareness of what each child can do from the start. The childminder completes purposeful, formative observations of children's achievements to carefully monitor their progress. This information is used to identify what children need to learn next. Information from children's development file is used to complete assessments of children's progress, which are shared with and contributed to by parents. This includes the required progress check for children between the ages of two and three years. This means that the childminder quickly identifies if children require any further support or challenge to enable them to reach their full potential. The childminder is innovative in promoting and extending children's learning at home. Children are supported very strongly through routines and activities to develop their independence and skills in readiness for school and the next stage of learning. This means that children are extremely well prepared for entry into school and their future learning. Partnerships with

other agencies are very proactive. This means that individual children's needs are fully met.

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

The childminder is inspiring and she and the children have lots of fun together. She is very committed to the children, planning activities and events that excite and interest them, which supports each child's progress. Children's well-being is superbly enhanced as they form extremely secure emotional attachments with the childminder and are very happy in her company. They readily seek and receive her reassurance and are wonderfully confident in the welcoming and stimulating environment. This supports their well-being and promotes smooth transitions from home into the childminder's care. She takes great care to make sure she builds close working relationships and excellent communication with parents. This ensures that she forms an extremely good understanding of all children's individual care needs and routines. It also means that children form close bonds with her, which supports their emotional well-being extremely well. As a result, children are tremendously confident, independent and self-assured individuals. They very confidently explore the environment and happily make choices and decisions about their play from the extensive range of resources available to them. The designated play room is extremely welcoming and stimulating. The childminder makes excellent use of the space available by rotating toys so that there is still sufficient space for children to move about safely.

Children interact very well with the childminder and are developing their social skills as they learn to play more cooperatively with their peers. Their good behaviour is enhanced through the use of positive behaviour management strategies and fair consistent house rules. Children benefit from enthusiastic interaction with the childminder and learn from her positive role modelling. They respond effectively to her promotion of effective social skills, such as good manners during mealtime routines and tidying away toys after they have used them. The childminder shows excellent levels of interest in what children say and do. She offers frequent praise and encouragement. The childminder and her co-childminder build respectful and caring relationships with all the children and their families. This is enhanced by a carefully considered key person system. Consequently, children display very little unwanted behaviour because they are well occupied, feel very valued and have good levels of self-esteem and confidence. Children are actively learning about diversity and to respect other people through discussions, activities and a excellent range of resources. Activities incorporate a range of religious and cultural festivals, which are enriched by additional activities. The childminder also ensures that activities are differentiated for the age and stage of each child, so that they are all able to join in and receive a good level of challenge. All of which, further heighten children's well-being and sense of belonging.

Children learn to keep themselves safe and effectively learn to take risks in a safe manner. For example, when they go out on their adventures to the allotment they learn to use tools safely. Children's all-round development is progressing exceptionally well, including their independent self-care skills. They have an excellent understanding of healthy lifestyles and hygiene practices. For example, they independently wash and dry their

hands after using the toilet. Children enjoy developing a sense of responsibility by undertaking tasks, such as, helping the childminder to grow fruit and vegetables and take part in making pizzas for their lunch. Children are supported to make healthy choices about what they eat and they help themselves to regular drinks from their water bottles. They are kept physically healthy as they experience excellent opportunities to access fresh air and exercise in the allotment, play area and surrounding parks and woods.

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

The childminder has an excellent understanding and knowledge of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. All the requirements are maintained to the highest level to ensure children are safe and protected while in the childminder's care. Children's safety is of the utmost priority to the childminder, who fully demonstrates an excellent understanding of her role and responsibility to protect the children in her care. All required household members are suitably vetted and the childminder monitors who has access to the children. Extremely comprehensive risk assessments are undertaken in the home, allotment, outdoor play area and on outings. These are reviewed annually in order to keep children safe and secure at all times. This is further supported by a detailed set of policies and procedures which are rigorously implemented. The childminder has an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. She regularly reviews and monitors the planning to ensure the educational programme continues to provide a range of vibrant, creative, challenging and dynamic activities and play opportunities for all children. As a result, she clearly monitors the effectiveness of the planning to meet children's individual learning needs and interests. By doing so, children remain extremely enthusiastic, motivated and show very positive attitudes towards their learning through play.

The exceptional partnerships with parents contribute very significantly to meeting children's learning and development needs and promoting their well-being excellently. Therefore, this ensures they are very confident to leave their children in the childminder's care. There is a very high level of communication with parents, which ensures excellent continuity of children's care, learning and development. The extensive two-way sharing of written, electronic and verbal information, enhances parents' experience and extends children's learning. This means that they are kept very well informed about the childminder's setting and they are excellently involved in promoting their children's progress and well-being. The childminder is very proactive in providing opportunities for parents to share information about different aspects of children's development and learning. For example, by setting up a 'pop-up-restaurant' and having an afternoon making ginger bread houses together, so they can see what the children get up to at the childminders' home and have additional time to talk about their child's development. Parents' views about all aspects of the setting are sought using questionnaires. Children have an active voice in sharing their ideas and their opinions are readily sought. All of this demonstrates an eagerness to ensure that the childminder continues to provide high-quality provision for children. Partnerships with others involved in the care and learning of the children are extremely effective and ensure their learning and development is

continued and built upon expertly.

The childminder and co-childminder very effectively monitor the delivery of the educational programmes within their setting and have clear procedures in place to observe, assess and monitor children's progress. This means that children's development is tracked effectively to ensure that they are making good progress in line with their peer group. Additional support is provided if necessary. They ensure that their practice is fully inclusive to support the needs of children who attend the setting. The childminder and her co-childminder have high expectations of themselves. They are passionate about providing the best possible care and learning opportunities for the children. The childminder has completed all required and many additional training courses. She and her co-childminder very effectively reflect on and evaluate their service. Their individual personalities and skills complement each other. This means that children gain an exceptional experience within the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY300991
Local authority	Essex
Inspection number	820221
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	05/10/2011
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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