

**Inspection date**

02/07/2014

Previous inspection date

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	1
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 are appropriately protected from harm as the childminder has a good knowledge of safeguarding practice and the procedure to follow should she be concerned about a child's welfare.
- Children make very good progress in their communication and language development as the childminder uses very effective methods to promote children's confidence in speaking and listening.
- Parents are very well informed and actively involved in children's learning as they receive daily updates from the childminder, and she seeks their input when planning for the children's next steps in learning.
- The childminder effectively uses ongoing self-evaluation to develop her practice and identify areas for improvement.

**It is not yet outstanding because**

- Opportunities for children to use their senses to explore fruit and vegetables by involving them in the preparation of snack are not fully available.

## 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 looked around the rooms and outside area used for childminding.
- The inspector checked evidence of the childminder's suitability and qualifications and looked at a selection of relevant documentation.
- The inspector had discussions with the childminder at various times during the inspection.
- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector looked at children's learning journals, assessment records and planning documentation.

## Inspector

Stephanie Collins

## Full report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in a house in Grays, Essex. The whole of the ground floor including a downstairs toilet, enclosed garden and two bedrooms on the first floor is used for childminding. The childminder attends a toddler group, baby gym and takes the children on outings to the beach and the forest. She takes children to, and collects them from, the local school. There are currently four children on roll; three of whom are in the early years age group. The childminder operates all year round, on Monday and Thursday from 8.15am until 4.15pm and on Tuesday and Wednesday from 8.15am until 6pm, except bank holidays and family holidays. 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 to use their senses to explore fruit and vegetables by involving them in the preparation of snack.

## Inspection judgements

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

Children enthusiastically join in activities and make very good progress in the childminder's care. This is because she plans a broad range of rich, challenging and interesting experiences for children which motivate them to explore and learn. Children progress exceptionally well in the prime areas of learning which underpins their development in all other areas of learning, and prepares them extremely well for their next steps in learning. The childminder has high expectations of children and actively supports their engagement in activities, extending their learning. Children learn the names of different colours as the childminder supplies phonetic clues to help them. She praises them enthusiastically when they are right. The childminder skilfully involves children as she counts pegs. Children learn the sequence and names of numbers, as she prompts them to repeat the number names from one to 10.

As a result of her in-depth knowledge of speech and language development, the childminder employs very effective strategies to support children's language and communication skills. Children learn about rhythm and rhymes as the childminder sings familiar songs. They rock along to the tune and pre-empt the words of the song with actions. The childminder recognises, and enthusiastically supports children's early language development. She repeats back to babies' tuneful verbalisations. As a result, they learn about the sound patterns of sentences and the two-way flow of conversation.

The childminder records comprehensive written observations, photographs and examples of children's work and uses them to track children's progress in the seven areas of learning. The initial information she collects from parents and her observations identify children's starting points. Ongoing regular, accurate assessments ensure that the childminder identifies the next steps in children's learning. This helps the childminder to provide exciting and challenging activities, which match children's learning needs and interests. As a result of the childminder's enthusiastic approach, high expectations and careful planning, children make rapid progress. An effective daily exchange of information, between parents and the childminder, ensures all parents are very well informed of their children's learning. Parents actively contribute to planning for their children's next steps and agree learning activities to move their children's learning forward. This ensures children's all-round development is consistently supported.

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

The childminder has created a welcoming and homely environment and as a result, children feel a sense of belonging. Activities and resources are clearly labelled, easily accessible and beautifully laid out, to excite and stimulate children's interest. As a result, children choose and select toys, developing independence and self-confidence. Children's all-round development and emotional well-being is very well supported as the childminder recognises the importance of outside play. The children have direct access to an enclosed, very well-resourced garden and move freely between the inside and outside play areas.

The childminder takes time to settle children in her home and as a result, they form strong emotional attachments with her. She gives babies lots of cuddles until they feel safe and secure and are confident to play and explore. Children are closely supervised by the childminder and she supports them to take appropriate risks. They take a toy buggy down some steps and she reminds them to 'be careful', and praises them when they get down the steps safely. Consequently, children learn to keep themselves safe. Children are very well behaved and play alongside one another. This is because the childminder is a good role model. The childminder sensitively reminds children to respect each other and consistently gives positive reinforcement for appropriate behaviour.

The childminder tunes into children's needs and responds quickly so they remain comfortable and happy. She actively encourages children to take the next steps in managing their own personal hygiene. As a result, the children develop independence and are emotionally prepared for their next steps in learning. Children learn the importance of good hygiene routines as the childminder takes them to wash their hands at appropriate times. They sit together to share a healthy snack and the childminder encourages the children to choose pieces of fruit. Children learn about differences as the childminder talks about which fruit they like to eat. However, opportunities for children to use their senses to explore fruit and vegetables by involving them in the preparation of snack are not fully available.

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

The childminder has a comprehensive range of written policies, which underpin her practice and she shares these with parents before their children attend. Essential documents and certificates are clearly displayed, and parents receive clear contracts and consent forms so they are fully aware of the childminder's care and business arrangements. The childminder has a secure knowledge and understanding of safeguarding issues, including the steps to follow should she have concern about a child's welfare. She has taken the necessary steps to ensure the suitability of her partner to work with children and her mentoring ensures he employs the same consistent approach to supporting children's learning and behaviour. Children remain safe while in her care as she carries out a daily risk assessment of her home, and risk assessments are in place to cover the extensive range of trips and outings she takes children on.

The childminder uses effective self-evaluation to identify areas of her practice for development. She is proactive in attending training to update her skills and strengthen the areas of her childcare practice identified for improvement. The childminder regularly attends a local childminding cluster group, where she shares good practice and ideas. This means that planned improvements are well researched and therefore have a beneficial impact on the children the childminder cares for. The childminder's sharp focus on identifying and planning for children's next steps in learning, ensures that educational programmes are exciting and stimulating and consequently, children are highly motivated to explore and learn.

Effective partnerships with parents and sharing of information ensures parents are very well informed about their children's learning. Consequently, children's all-round development is very well supported. Parents are very complimentary about the childminder and are very happy with the service she provides.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY306574
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	885649
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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