

<b>Inspection date</b>	30/07/2014
Previous inspection date	12/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 has a secure understanding of how children learn. Consequently, children are provided with an exciting and engaging curriculum that fully supports their interests and promotes their learning.
- The childminder plays alongside the children and encourages them to think and make different connections during their play. As a result, children display the characteristics of effective learning and are making good progress.
- The childminder is warm and attentive to the children and this promotes children's self-confidence and well-being.
- The childminder has created a safe and stimulating environment. Regular risk assessments are carried out to minimise risks and enable the childminder to promote children's safety. The childminder understands how to identify and respond to signs and symptoms of child abuse and how to keep children safe from harm.

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

- The childminder does not have highly successful strategies in place to engage all parents in their children's learning.
- The childminder does not consistently support children's understanding of similarities and differences.

## 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 childminder's home.
  - The inspector held discussions with the childminder.
  - The inspector discussed the learning outcomes of an activity with the childminder.
  - The inspector looked at children's assessment records and planning documentation.
  - The inspector checked evidence of the suitability and qualifications of the childminder, and the childminder's self-evaluation form.
- The inspector saw evidence of the suitability for all persons living or working on the premises and other documentation relating to the safeguarding and welfare requirements.
- The inspector took account of the views of parents and carers from information included in letters received by the childminder.

## Inspector

Suzanne Smith

## Full report

### Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and two children aged 17 and 13 years in a house in Chelmsford, Essex. The whole of the ground floor and the rear garden are used for childminding. The family keep a dog and a goldfish 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. She collects children from the local schools and pre-schools. There are currently six children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am 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 the strategies that are in place to engage parents more in their children's learning. For example, by sharing the learning records more frequently and by encouraging parents to contribute to these and share the learning from home
- extend children's understanding of similarities and differences. For example, by creating additional resources and displays about children's families so that children develop self-awareness and a further understanding of the world around them.

## Inspection judgements

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

The childminder creates a warm and welcoming environment that fully supports children's interests across the seven areas of learning. There is a wide variety of resources and equipment that the children are able to select and use. Children enjoy using the garden and have plenty of space and freedom to develop their physical skills. They bounce on a large trampoline, ride on scooters and practise throwing a large ball. The children squeal with delight as the childminder joins in with their play as she pretends to drive around the trampoline. They run after her and try to catch her which promotes their physical development and develops their well-being. The childminder provides a variety of equipment to develop their small muscles. For example, children develop their fine control and skills for writing as they practise using the scissors, drawing with pencils and chalking on the ground. The childminder is attentive to the children and supports them to play socially together. She encourages the children to pass each other pretend food in the role play kitchen and kindly explains why they must share. There are plenty of resources which

support children to play harmoniously together. Consequently, children are developing their personal, social and emotional skills which support the next stage of their learning. The children have lots of opportunities to practise their communication and language skills and are becoming confident talkers. This is because the childminder talks to the children and takes every opportunity to develop their language. The childminder also encourages them to listen and talk about what they hear. For example, when a plane flies overhead the childminder asks the children to listen to the sound. The children listen carefully and say excitedly, 'that it is an aeroplane'. They are supported well to be attentive listeners and good communicators and are progressing very well in the prime areas of learning. As a result, children are acquiring the skills, attitudes and dispositions they need to be ready for the next stage of their learning and eventually school.

The childminder has a secure knowledge of how to promote the learning and development of young children. A learning record of each child's learning and achievements is compiled and regular observations are carried out. Each observation is evaluated and the children are assessed against development age bands. The childminder highlights the next stage of their learning and activities are provided to support children to make progress. For example, observations highlight that a child needs to strengthen the muscles in his hand so he can develop good scissor control. Therefore, the childminder adapts the planning to ensure that the child has lots of opportunities to strengthen the muscles in his hand. Activities, such as playing with dough, using scissors and exploring a variety of writing equipment are provided. Therefore, children are supported to develop the skills they need to make progress in their learning. The childminder is competent at supporting the children's learning and the quality of teaching is very good. She listens to what the children are interested in and adapts activities to extend their learning. For example, when children play in the role play kitchen she encourages them to talk about what they have for breakfast. The children are confident to reply, 'I have porridge like you'. Children are confident and able learners who are making good progress in a very enabling environment.

The childminder works well in partnership with parents. When children start at the setting the childminder compiles information on their development. This is achieved by talking with the parents and supplemented with observations made by the childminder. Consequently, a comprehensive overview of the children's needs is identified when they begin. The children's ongoing learning is shared with home. For example, the progress check completed between the ages of two and three years is shared with parents. The learning record is also sometimes sent home and the childminder talks regularly with parents about the children's development. However, these strategies are not robust enough to promote highly successful parental engagement and strong continuity in children's learning. For example, the parents do not regularly contribute to the learning records or share robust information about children's learning from home. The childminder has a home-to-setting book which is used when caring for babies. This supports the childminder to share everything about the child's day with the parents of babies.

Children show a strong sense of self-confidence at the setting. They move freely and easily between the indoor and outdoor environments. The different areas of the childminder's home are highly stimulating and there is a wealth of activities for the children to choose from. The children have lots of opportunities to learn about the world around them as the childminder takes them on regular trips. They visit the farm, library, local parks and go swimming. They also regularly visit gym classes which promote their physical development. Children thoroughly enjoy using the garden and they spend a long time playing in the sand tray. The childminder supports their interest and motivation in activities by providing further resources, such as diggers to extend their play. Children are developing their independence and are encouraged to tidy up after themselves. For example, the children happily take their fruit boxes to the kitchen when they have finished their snack in the garden. They are learning to develop their self-care skills and attend to their hygiene needs according to their stage of development. The childminder is attentive to children's needs and supports their toilet training by rewarding them with stickers. As a result, children are confident learners who are developing their skills towards independence. The childminder supports their emotional readiness for the next stage in their learning by discussing and exploring different events in their lives. For example, the childminder took a child to visit a baby to prepare him for a new sibling. This supports children to be emotionally ready for the next stage of their development and for school.

The children have made very warm and secure attachments with the childminder. They enjoy cuddles with the childminder and she is kind, caring and responsive towards them. Children are settled into the childminder's home gradually, which helps to foster their sense of security. The childminder supports families well and invites parents to stay to settle their children. At these early sessions the childminder completes information about the children's care needs. Consequently, when children begin the childminder is fully aware of their individual needs. Therefore, children settle well and their emotional well-being is very well supported. The childminder is a very good role model. She is polite to the children and continually models how to treat each other with respect. When young children occasionally find it difficult to share, the childminder is very supportive and explains why it is important to take turns. As a result, the children are respectful, cooperative and well-behaved. The childminder explores different cultures with the children during activities. For example, they make shamrock pictures for St Patrick's Day. However, the childminder does not have resources or pictures about the children's families in order to promote children's self-awareness and to develop further understanding of similarities and differences.

The childminder ensures that the children's good health is fully promoted. Children wash their hands before they eat. They are learning how to keep healthy and the childminder provides healthy snacks. She ensures that packed lunches brought from home are healthy and nutritious. The children have many opportunities for regular outdoor play. As a result, children have lots of fresh air and exercise, which supports their health and well-being. When the weather is hot the childminder makes sure the children understand they must wear a hat and drink plenty of water. Consequently, children are developing an awareness of practices to support their health. Children learn how to take manageable risks, for example, the childminder encourages them to use the climbing equipment. As a result, children are confident climbers who understand how to use apparatus carefully. The children learn about road safety on the many walks in the local environment. They learn

how to keep safe during regular fire drill practises. Consequently, children show good self-control and an awareness of how to keep safe. Children of different ages play well together. The childminder encourages the older children to act as good role models for the younger children. As a result, children learn from each other and play well together.

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

The childminder has a very good understanding of her role in meeting the requirements of the Early Years Foundation Stage. She monitors the educational programmes so that children make good progress across all seven areas of learning. She carries out regular observations and assessments. This enables her to monitor children's individual progress so that they do not fall behind in their development. The childminder has a good awareness of how to keep children safe. Regular risk assessments support the childminder to ensure that her home is safe and any risks are minimised. Children's safety and well-being is promoted as the childminder has up-to-date paediatric first-aid training. The childminder collects information on children's dietary needs and supports children's health by following guidelines provided by parents. The childminder is fully aware of how to respond to signs and symptoms of child abuse and has attended child protection training. Policies and procedures are in place to support the childminder's practice. For example, the safeguarding policy explains the procedure for the use of mobile phones and cameras. Consequently, only the childminder uses her mobile phone in the children's presence and permission for this has been obtained from the parents. All of the relevant records are in place to show that people connected with the childminding registration are suitable to be in contact with children. For example, the Disclosure and Barring Service checks are in place for everyone over 16 years, living or working at the childminder's house. The childminder is fully aware of safe recruitment practices should she wish to employ an assistant in the future.

The childminder is proactive at updating her training and has attended courses to support her practice. For example, recent courses attended include an introduction to autism and how to support children's emotional well-being. As a result, the childminder's knowledge and practice is very good, which promotes good learning outcomes for children. The childminder works with other local childminders and has completed a self-evaluation form. This enables her to reflect on and develop her practice. Therefore, the childminder is aware of her strengths and areas to make improvements. For example, she recognises the value of strengthening her partnerships with parents to support better learning outcomes for children. Since the last inspection, the childminder has continued to build on her practice. An action raised at the last inspection to obtain parental permission to seek emergency treatment is now in place. Consequently, the childminder shows a strong drive for improvement to support children's achievements.

The childminder is developing good partnerships with parents and regularly communicates with them. Parents are very pleased with the childminder and letters written by them are very positive. For example, a parent explains the childminder keeps her fully informed of what the children have been doing. Another parent explains that the childminder has a

very welcoming home. The childminder supports parents and works with outside agencies to promote children's development. For example, the childminder makes suggestions to parents about where to access support to promote children's speech and language development. The childminder is knowledgeable about where to access help if she has concerns about a child's development. The childminder does not currently have any children that attend other early years settings. She is fully aware of how to promote children's learning by working with other providers. For example, she is knowledgeable about sharing children's progress so that complementary learning can be provided. As a result, the childminder has a secure knowledge of how to promote good learning outcomes for children.

### **The Childcare Register**

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

<b>Unique reference number</b>	404136
<b>Local authority</b>	Essex
<b>Inspection number</b>	872221
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/05/2011
<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.

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.

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