

<b>Inspection date</b>	19/08/2014
Previous inspection date	17/06/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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**

- Children's vocabulary and communication skills are enhanced skilfully by the childminder during daily routines and play activities.
- Children display very strong bonds and secure attachments to the childminder. This is extremely successful in supporting children's feelings of security and emotional well-being.
- Safeguarding arrangements are secure. The childminder shows a clear understanding of her responsibilities and takes effective steps to ensure children are always kept safe while in her care.
- The childminder establishes positive relationships with parents. An effective two-way flow of communication supports children's welfare, learning and development.

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

- There is room to extend partnerships with other settings to share, more extensively, children's learning to ensure they make the best possible progress.
- There is scope to build on the childminder's continuous professional development to underpin her knowledge and good teaching.

## 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 house and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.

## Inspector

Clair Stockings

## Full report

### Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged two and four years in a house in Harlow, Essex. The whole of the property and the rear garden are used for childminding. The family has pet fish. 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 local pre-schools. There are currently two children on roll, one of whom is in the early years age range. 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.

### What the setting needs to do to improve further

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

- extend professional development to underpin effective teaching and knowledge of how children learn
  
- broaden the arrangements for sharing information with other settings about children's learning and development to ensure that they receive a consistent approach to their learning.

## 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 the learning and development requirements of the Early Years Foundation Stage. She regularly observes children's skills and records their assessments and next steps in their individual learning journals. She plans activities based on children's interests to engage them in their learning. For example, the childminder planned a visit to the farm in response to a child's interest in animals. She uses an effective system to consistently track children's progress, which enables her to promptly identify any potential gaps in their learning and monitor their progress. The childminder uses this information well to identify appropriate next steps and plan activities to successfully promote their future learning. Additionally, the childminder understands her responsibility to provide parents with a short written review of their children's progress, following completion of the progress check for children between the ages of two and three years. Partnerships with parents are good because the childminder encourages them to take an active role in their child's learning. She gains detailed information from parents about their child's starting points, which enables them to settle quickly, and their ongoing progress is effectively shared. Parents speak to the childminder on a daily basis and share

information and observations, which are included in the children's learning journals. This enables parents to share the progress that they have seen at home and talk about their children's achievements. Consequently, children's learning and development is successfully promoted due to communication and consistency between the childminder and parents.

The childminder's home is welcoming and children enjoy a warm relationship with the childminder. Children show they are settled and they are familiar with the routines in place. They communicate confidently with the childminder and they are able to make their needs known. The childminder effectively promotes children's language development through her supportive interactions during play activities, and through her intuitive use of open-ended questioning. She communicates and engages with them enthusiastically as they play. She talks to them about what they are doing, questioning children effectively and giving time for them to respond. The childminder shows children how to pronounce some words by responding and repeating what they say in the correct way. For example, she engages children in conversation, as they use construction blocks to build a tower together. Consequently, children develop skills that support their future learning.

Children enjoy their time with the childminder and participate in a varied range of activities. For example, play dough and a selection of rollers and cutters provide opportunities for children to explore, touch and smell. They develop their physical skills well as they use the tools to roll and cut shapes and squeeze the dough through their fingers. The childminder supports this play by extending their mathematical understanding as she encourages them to count and compare the different dough shapes. Children freely access books, role play, dressing-up clothes and a selection of other resources in the playroom. They guide their own learning, with the childminder following close by to support their choices. The childminder takes the children on regular outings and they enjoy recalling their visits to the farm, library and toddler groups. Such visits help children to learn about their local community and the wider world.

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

Children are happy and settled in the warm and caring family environment. The childminder develops secure attachments with all the children helping them to feel safe and valued in her care. They demonstrate that they are happy as they easily approach her for support and enjoy her relaxed manner. The childminder is a good role model, being happy, calm and kind towards the children. She also sets clear house rules and boundaries. This develops children's understanding of right and wrong. The childminder manages behaviour positively, using praise and encouragement and a consistent approach. As a result, children's behaviour is very good. The childminder spends time getting to know the children and their families well. Information from the registration forms and discussions with parents during settling-in sessions enables the childminder to be fully aware of children's individual needs. This helps the children to settle and develops their self-esteem and confidence. She takes time to give each child individual attention, so that they feel they are special and valued. They are motivated to learn because the childminder plans well to meet their needs and offers a wide variety of interesting, accessible resources.

Children are encouraged to develop healthy lifestyles because the childminder follows appropriate hygiene procedures and practices that meet their physical, nutritional and healthcare needs. Her guidance and support helps children to become independent in their personal care. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. The childminder offers nutritious snacks and meals, which include vegetables and fruit. Clear information regarding children's individual health needs, such as allergies, is obtained and adhered to.

Safety is given a high priority by the childminder. Her home is safe and secure as she undertakes daily checks and regular risk assessments. Children learn how to keep themselves safe with support from the childminder. For example, the childminder explains the need to clear the floor of construction blocks after play as these may cause an accident if a child or the childminder trips over them. The childminder also teaches the children road safety and stranger danger when out and about in the local community. Children participate in regular evacuation procedures to ensure that they are aware of the procedures to follow in the event of an emergency. This enables them to learn how to keep themselves safe and develop skills to underpin their further learning.

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

Following the last inspection by Ofsted, where the childminder received a number of actions to improve and had two subsequent monitoring visits, the childminder has taken prompt and effective action to address the points for improvement and has implemented changes in her overall practice. The childminder ensures that ratios are maintained and that children are adequately supervised at all times to ensure their safety. Children play in a secure, safe environment where the childminder completes daily safety checks and regularly reviews risk assessments to promote their welfare. Since her last inspection the childminder has attended training events to update her knowledge of the Early Years Foundation Stage. As a result, she uses effective observations and assessments. The childminder uses these to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Children's good health is promoted as the childminder ensures that fresh drinking water is available and accessible to children at all times. The childminder has a sound knowledge and understanding of safeguarding policies and procedures and is aware of her responsibilities in this respect. She knows how to report and record concerns and has attended relevant training. Children are protected in the event of an accident because the childminder holds a current paediatric first-aid certificate.

Parents speak highly of the care given to their children and say they are confident that their children are safe and happy. The childminder asks parents to complete a questionnaire giving their views on her service. Parents report positively about the service and say how highly they value the reports on their children's progress. The childminder reflects on her practice and seeks the views of parents and children. She monitors children's progress to make sure there are no gaps in their learning. This enables her to identify areas for development and plan for changes and improvements.

The childminder is well organised and keeps well-maintained records that ensure that any information needed is readily accessible, and confidentially stored. She exchanges information with the other settings the children attend to share good practice and ensure continuity of learning. However, there is scope to enhance these partnerships further in order to provide children with further continuity in their learning. The childminder is dedicated to the continual improvement of her service. She has attended some training events since her last inspection. There is potential to extend the childminder's underpinning knowledge about the ways children learn even further, to enable her to continue to consistently extend their learning and provide even richer learning experiences.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY429727
<b>Local authority</b>	Essex
<b>Inspection number</b>	957367
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/06/2013
<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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