

Inspection date

08/09/2014

Previous inspection date

09/02/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 quality of teaching is good. Children receive very good one to one attention. The childminder demonstrates knowledge of all areas of learning and how children develop. The childminder uses her observations of children's play to assess their development and from this, plans a good range of activities to help them learn.
- Children are effectively protected from harm because the childminder understands her responsibilities with regards to safeguarding children. The childminder updates her child protection knowledge through appropriate training and ensures that children are always closely supervised at all times.
- Children develop strong bonds with the childminder; this helps them feel safe and secure. As a result, children's well-being is successfully promoted.
- The childminder works closely with parents to establish a good working relationship and this enables the childminder to complement the learning that takes place at home.

It is not yet outstanding because

- The outdoor learning environment does not consistently provide the same quality resources and learning opportunities as the indoor environment.
- Babies and younger children have fewer opportunities to play with natural and open-ended resources to encourage them to explore in different ways.

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 compulsory part 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 environment where children play and viewed all areas of the home used for childminding purposes.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at information to confirm the suitability of all adults living on the premises.
- The inspector looked at a range of records including children's details, accident and medication records, written policies, the daily attendance register, risk assessments, information about children's learning and development and a selection of other documentation.
- The inspector took account of the views of parents written comments obtained by the childminder in preparation of an inspection.

Inspector

Lynn A Hartigan

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged nine and seven years in a house. She lives Colchester, Essex. The whole of the premises and the rear garden are used for childminding. The family has a dog as a pet. 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, of whom one is in the early years age group and attends for a variety of sessions. She operates all year round from 6am until 7pm, Monday to Friday, 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 the learning opportunities for children in the outdoor environment to encourage them to attempt play and various tasks in different ways and on different scales than when indoors
- provide young children with more opportunities to discover and explore using natural materials.

Inspection judgements

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

Children very much enjoy their time with the childminder including children who have only been attending a short while. They move confidently around the home participating in a wide range of learning experiences, both planned and spontaneous, which help them to make good progress in their learning. The childminder demonstrates a secure knowledge of how the children learn. She uses a variety of early years guidance to help her plan a good educational programme that meets the individual learning needs of all children in her care. She completes accurate observations and assessments enabling her to effectively track their progress. Good information gathered when children first attend helps the childminder establish how well children develop while in her care, considering their starting points. The childminder communicates effectively with parents and other professionals, if she feels there are gaps in their development. Parents are encouraged to view their children's learning journals and write in the children's home link journal. This promotes continuity when supporting children and the childminder is aware of achievements they make at home.

Children have great fun dancing to music and very young children giggle as they make sounds using the programmable and electronic toys. They enjoy using chalks and chunky crayons to make marks. The childminder has created a cosy, quiet space with young children in mind where they can sit and cuddle soft toys or read stories. A good selection of books are available and presented well to interest children. As a result, children thoroughly enjoy looking at the pictures and enjoy cuddles with the childminder while sharing a story. The childminder effectively supports children's learning by facilitating their ideas, following their interests and extending their thinking. For example, toddlers enjoy emptying boxes and bags and transporting toys. The childminder researches about the repeated patterns of activity, known as schemas, and the different ways in which children play so that she can fully support their learning by offering appropriate resources. While the childminder organises exciting trips to the local woods and places of interest, there are fewer opportunities to consistently support children in each area of learning, to try activities and tasks in different ways in the garden, as she continues to develop this aspect of the provision. In addition, younger children have fewer opportunities to use natural materials and engage in sensory activities, such as, exploring the contents of treasure baskets.

Children are effectively prepared for their next stages of learning, for example, when going to pre-school or school. The childminder has established herself at the local school and understands which skills are important for children to acquire before entering school. Therefore they are supported in developing their independence skills. They are able to dress themselves and communicate their needs. Participation in organised group activities encourage children to listen, take turns and follow instruction. These skills help with the smooth move onto school and their next stages of learning.

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

Children are very happy and settle quickly with the childminder. This is because; she has effective systems for supporting them and their families through their settling-in period. Each child's individual needs are considered and the childminder encourages parents to take an active role in determining when their children are ready to be left. The childminder reassures parents, by sending secure and appropriate text messages and photographs throughout the day if required. Children form close and caring relationships with the childminder and her family. This is because she is very calm, caring and takes time to get to know them. Consequently children feel emotionally secure. The childminder has simple but effective house rules, which she shares with children from an early age. For example, even very young children are encouraged to tidy away toys after themselves and happily oblige as they know what is expected of them. Children's confidence and self-esteem is effectively promoted by the childminder using clear and positive language with them. Children are praised consistently for their efforts and the childminder tells them how clever and good they are.

Children play in a very clean, fun and organised environment, and have free access to the

toys and resources that are stored in low level, labelled toy boxes. This enables children to self-select and initiate their own games. The childminder generally makes good use of her home to create space for children to explore and discover. However, the childminder does not fully maximise the use of the outdoor spaces to create effective learning environments. For example, she does not fully extend children's language, communication and literacy skills by providing an outdoor environment, which is rich in print, signs and pictures.

The childminder ensures children remain healthy and learn about keeping themselves safe. This is successfully achieved through the everyday routines and good hygiene practices. Young children know the importance of washing hands before eating and after using the bathroom. The childminder provides children with paper towels and their own individual flannels and hand towels in the bathroom to protect them from cross-infection. Children enjoy healthy and nutritious snacks and meals that are freshly prepared according to their dietary needs. Children enjoy fresh air and exercise everyday as they walk to school and visit the park and woods. The childminder uses planned activities to prepare children for their next steps in learning. For example, children develop confidence when meeting new people, as the childminder enhances their social skills through toddler groups and activities at the local children's centre.

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

The childminder demonstrates a full understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. This includes informing Ofsted of any significant changes which may affect the childminding provision, such as recent change of name. Children's welfare is protected as the childminder has a clear and comprehensive knowledge of how to safeguard children in her care. The childminder updates her safeguarding knowledge through appropriate training and actively uses the internet to further her knowledge with regard to child protection. All adults living on the premises have completed appropriate checks used to assess their suitability and are available on file for parents. The childminder effectively monitors her home when visitors are present. For example, she asks them for identification and to record their presence in a visitors book to provide an accurate record of all adults who have visited the home while childminding takes place. She ensures that children are supervised diligently at all times, to promote their safety and welfare. As a result, of recommendations made at the last inspection, the childminder has implemented effective systems for risk assessing her home, practising emergency evacuation, recording children's attendance and providing parents with a written complaints policy. This means children's welfare is protected and they can play and learn in a safe and well-organised environment.

The childminder demonstrates a good knowledge of the revised Early Years Foundation Stage and effectively delivers all aspects of the framework. She plans a varied range of adult-led activities for the children in her care. For example, children's learning is enhanced as a result of carefully planned outings to the zoo, local woods or attractions in London. This is balanced effectively, as children also have many opportunities to play and

initiate their own games within the home environment at their own pace. The childminder has established good systems for observing, assessing and recording children's progress. These documents are used well to plan for their next stage of development. The childminder has addressed all actions and recommendations made at the time of her last inspection. This means she has completed all the required training, and through her self-evaluation process, she demonstrates a commitment to further training to enhance her knowledge. This is because she is aware that quality teaching has a positive impact for children and the service she provides. Children are now offered a wider variety of resources that depict diversity to promote their understanding of differences and similarities in their community and the wider world.

The childminder has established good working relationship with parents. She communicates effectively with them, both verbally and through the use of a written daily dairy. Parents were keen to express their views and written references indicate that they are completely satisfied with every aspect of care that is offered to their children. These are extremely complimentary and positive explaining that their children have formed close attachments to the childminder and that they can leave their children in her care without any concern. The childminder has some links with the local pre-school and school where she collects children and works closely with them. She complements the learning that takes place in other areas of children's lives, by communicating effectively with parents and with the children's teachers at school.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY377407
Local authority	Essex
Inspection number	988072
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	09/02/2009
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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