

Inspection date

01/10/2014

Previous inspection date

07/04/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 provides varied educational programmes that cover the seven areas of learning. The quality of teaching is good and activities are tailored to children's individual interests and needs. As a result, all children make good progress.
- Children form caring bonds with the childminder, her assistant and their peers. They are happy, secure, show empathy towards others and explore the environment with confidence.
- Children's independence is promoted. As a result, they develop important self-care skills ready for school.
- Children are safeguarded as the childminder and her assistant are aware of the possible signs and symptoms of abuse and the appropriate action to take if they have concerns about a child.
- The childminder has built up successful partnerships with parents, local schools and early years settings to provide children with consistency in their learning, development and care needs.

It is not yet outstanding because

- Children do not always have access to a range of books and writing materials. As a result, they have fewer opportunities to develop their early literacy skills.
- Young children have fewer opportunities to explore natural objects and resources to develop their curiosity and explore their environment.

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 indoor and outdoor learning environments.
The inspector held discussions with the childminder and her assistant about the children's progress and achievements and viewed the children's development records.
- The inspector checked evidence of the suitability and qualifications of the childminder, her assistants and other adults in the household, self-evaluation, risk assessment and policies and procedures.
- The inspector spoke to parents, children, the childminder's assistant and viewed parent feedback obtained by the childminder prior to inspection.

Inspector

Daniella Tyler

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. She lives with her husband in a house in Colchester, Essex. The childminder works with one main assistant and works with other assistants during busy times. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently 24 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 6.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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:

- improve the opportunities children have to develop their early literacy skills, such as easily accessible writing materials and a cosy book area with a range of fiction and non-fiction books
- enhance younger children's natural curiosity and exploratory skills by, for example, offering more natural resources in their everyday play.

Inspection judgements

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

The childminder and her assistant have a good knowledge and understanding of how children learn. They use this to provide well-planned, free-flow play activities that are tailored to children's individual need and interests. For example, an exciting mud kitchen, musical water play with saucepans, and a range of pop up toys and role play costumes, are provided. The childminder and her assistant demonstrate that they enjoy the children's company and take an active role in activities. Children are enthusiastic and are eager to learn through their play. The childminder obtains detailed information from parents when children start about their interests and capabilities. This is achieved through an All about me document that is completed in partnership with parents. The childminder regularly observes children in their play. These observations are used to assess children's progress and plan challenging next steps for them. As a result, all children make good progress.

Children are well prepared for the next stage in their learning including the move to

primary school. Children's mathematical skills are promoted as the childminder incorporates counting into daily activities, such as, counting how many animals they can find on the electronic toys. In addition, the childminder names shapes in the environment and uses mathematical language as the children play, such as, up and down. Children are excited as they take part in a water activity. They learn what will happen if they mix different colour waters together and name the colours. As a result, children learn key skills ready for school. Children's literacy is supported as words are displayed in the environment and books are available for them to read. However, children do not always have ready access to a range of books and writing materials. As a result, they have fewer opportunities to fully develop their early literacy skills. Children develop their physical skills. For example, younger children are supported to stand up and roll balls and sensory bottles back and forth. Children learn about the world around them. The childminder talks about leaves and the wind, flapping the leaves so they children can feel the breeze. However, younger children have fewer opportunities to explore natural objects and resources to develop their curiosity and exploration of the environment.

The childminder and her assistant have formed good relationships with parents. Parents contribute what they know their children are learning at home and children's progress is shared with parents regularly. The childminder has recently created home learning bags which contain activities for parents to compete at home with their children. As a result, children experience consistency between home and the childminder's home. Parents comment that they are happy with the progress their children have made since attending.

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

Children form caring bonds with the childminder, her assistant, and each other. Children develop empathy as they help and encourage new children to settle and form friendships. The childminder and her assistant facilitate children's relationships with each other well. The childminder obtains information from parents before children start about their care needs and provides settling-in sessions. As a result, children experience a smooth move from home. A range of resources are available to children that they can access independently. Consequently, they build their self-esteem and confidence as they make their own choices. The childminder regularly shares information between settings when she shares care of children. As a result, children experience consistency in their care.

Children learn the importance of a healthy lifestyle. Children are provided with healthy snacks and home-made meals. They take part in regular physical exercise and have daily fresh air when they dance to music, play in the large garden and go on regular trips to the local forest. Children's independence is promoted. Children are encouraged to butter their own bread, put on their shoes and pour their drinks. As a result, they develop important self-care skills ready for school.

The childminder has high expectations of children's behaviour. Children are well behaved and respond well to the boundaries in place. They learn good manners and say please and thank you appropriately. Children learn to play cooperatively together. They offer toys and equipment to each other, such as, asking their friends if they would like some more resources when playing with the water wall. In addition, resources, such as board games,

encourage the children to share and take turns. Children learn to manage risk as they play on the equipment in the garden. The childminder reminds children about what might happen if they attempt to do something unsafe, so they can start to understand the consequences of their actions. Children regularly take part in emergency evacuation procedures, learning how to keep themselves safe in an emergency.

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

Children are protected from harm. The childminder has a good knowledge of the safeguarding and welfare requirements and has implemented them effectively into her practice. She has recently updated her safeguarding training and understands the positive impact this will have on children's welfare. The childminder and her assistant can identify the possible signs and symptoms of abuse and have effective policies and procedures in place if they have concerns about a child. All adults who live or work on the premise have Disclosure and Barring Service checks in place. The childminder and her assistant routinely risk assess the environment and carry out daily checks of the indoors and outdoors to ensure they are safe for children. They both hold current paediatric first-aid certificates so children are protected in the event of an accident. Children are kept safe while they sleep as the childminder and her assistant regularly check them and use a monitor. Children's and adults' safety is protected further by the use of closed circuit television which is situated around the premises.

Following the last inspection, Ofsted issued a notice of action to improve and carried out a monitoring visit. The childminder has taken appropriate action to address the concerns raised. She has reacquainted herself with the welfare requirements and has reviewed her policies and procedures to ensure children are kept safe. Children are supervised well and the childminder ensures that they are always within sight and/or hearing while in her care. The childminder is also fully aware of the criteria for informing Ofsted of any significant changes to her practice, or events, such as, a serious accident or injury to a child in her care. The childminder has also made improvements to planning and assessment methods to ensure that children are provided with sufficient challenge in their learning. The childminder's self-evaluation highlights her strengths and areas for improvement. She plans to continue to develop the outdoor area and keep up to date with current legislation that supports her practice. The childminder monitors her educational programmes to ensure that they provide children with interesting and exciting activities. She regularly tracks children's progress to highlight any gaps in their learning so she can provide them with the extra support they need. As a result, all children make good progress. The childminder completes regular supervision with her assistant to monitor her quality of teaching and provide her with support she needs to develop her practice.

The childminder has formed positive relationships with parents. She regularly discusses children progress with them and shares children's next steps. Parents comment that they would recommend the childminder to other parents. The childminder has positive relationships with the local school. She regularly shares information about children's learning and development and works together with reception teachers to complement children's learning. The childminder also has formed successful relationships with other

early years settings and regularly exchanges relevant information about children's learning and development. As a result, children experience consistency in their learning. The childminder regularly attends cluster meetings and meets with other childminder's to share ideas about good practice and to keep up to date with current guidance and legislation.

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

Unique reference number	560080
Local authority	Essex
Inspection number	979802
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	24
Name of provider	
Date of previous inspection	07/04/2014
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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