

Inspection date	19/11/2014
Previous inspection date	16/12/2011

The quality and standards of the early years provision	This inspection:	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 uses effective teaching strategies, willingly and skilfully adapting activities to suit children's interests and support their learning through play.
- Partnerships with parents are strong. This helps children to feel confident and secure in the childminder's care.
- The childminder is well-organised and uses her paperwork to help her maintain a safe environment for children. She has a good programme of continuous professional development that enhances her knowledge and teaching.
- The childminder has secure safeguarding knowledge and keeps this up to date with training, which enables her to promote children's safety and well-being effectively.

It is not yet outstanding because

- The childminder sometimes uses background music that does not enhance children's experiences and detracts from some aspects of their communication and language development.
- The children are not learning to establish robust hygiene habits because they are not consistently involved in the routines, such as washing their hands before meals and snacks or after having their nappy changed.

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 and talked to the childminder and children at appropriate times during the inspection.
- The inspector viewed areas of the home and garden used for childminding.
- The inspector looked at documentation related to the day-to-day organisation of the childminding service, children's progress and self-evaluation.
- The inspector took account of the views of parents from letters provided by the childminder.
- The inspector checked the evidence of the suitability and qualifications of childminder and the suitability of other household members aged over 16 years.

Inspector

Alison Reeves

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 in a house in Noak Bridge. The whole of the ground floor and the rear garden are used for childminding. The family has two birds, fish, turtles and a cat 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 14 children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 7.30pm, 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:

- enhance children's communication and language development, for example, by considering carefully the appropriate times for using background music
- extend children's understanding of good hygiene and help them to develop healthy habits, for example, by involving them in the routines from an early age.

Inspection judgements

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

The childminder has a very clear understanding of the learning and development requirements. She plans activities for children based on their age and interests. The childminder uses a variety of different teaching methods to support children in making good progress towards the early learning goals. The childminder makes sure she knows children's particular stage of development when they start. She regularly observes children and assesses their progress from their starting points. She is confident in identifying any gaps in children learning and identifies appropriate next steps in learning to help child achieve their goals. The childminder shares progress information with parents and invites them to contribute experiences from home. This supports continuity for children and helps parents to support learning as well.

Children quickly get involved in popular activities. The childminder makes sure she provides these frequently to encourage and promote children interest in learning. The dry rice is a favourite and provides lots of opportunities for the development of children's communication and language, to explore sounds and textures and develop coordination. The childminder also uses the activity to encourage children in their mathematics, helping

them to compare the weight of different objects and to fill different size containers. The childminder helps children to express their creativity and imagination with lots of craft activities. They recently made tree pictures to put on the wall. The children chose their own way of doing this and the results are beautiful and varied. The childminder shares stories with the children to promote an appreciation of books and to develop their literacy skill. The childminder sometimes uses background music but this detracts from children's speaking and listening and is not always used effectively to aid learning.

Children enjoy drawing and show good control of pencils making purposeful marks on paper. They like to make camps and dens indoors and the childminder provides lots of useful resources to help this aspect of their imaginative play. Children are creative and inquisitive. They use their environment to find out about the world around them as they pretend to have a picnic deciding on the food to pack and eat. Children are gaining a good range of essential skills and a positive attitude towards learning. This helps them to prepare for the next stage in their education.

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

Children are settled and happy in the childminder's care. They have strong relationships with other children and clearly enjoy being together. The childminder has good partnerships with parents. This means information is shared and this helps the childminder plan and provide well for children's needs. Consequently, children's sense of worth and well-being are promoted effectively.

The childminder supports children in being active and generally staying healthy. She offers regular drinks and snack, and helps them to get plenty of rest. Children are active indoors and outside. The childminder makes effective use of her garden and local play spaces to support children in developing their physical skills. The childminder follows appropriate hygiene routines; she makes sure the home is clean and wears gloves when changing nappies. However, she does not fully involve children in developing good hygiene habits from an early age. This means that they do not consistently wash their hands before eating or after nappy changes, or learn about the importance of good hygiene in keeping themselves healthy.

Children generally behave well. The childminder is consistent in the messages she communicates to children about how they share and take turns. She intervenes appropriately in their disputes over toys and this helps them learn to manage their feelings. The childminder helps children to learn to keep themselves safe by explaining about how to use toys and equipment. She demonstrates safe play and is a good role model for children. She encourages children's independence, fostering their ability to make decisions about what they do, promoting their capability to manage tasks, such as getting their coats and shoes when going out. This means children are developing the capacity to be self-reliant and capable, which is important in preparing them for school.

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

The childminder meets all of the safeguarding and welfare requirements. She has developed a range of documentation, which she uses to assist her in managing the day-to-day organisation of her setting. The childminder understands how to assess the environment and takes steps to ensure children's safety. For example, she places safety gates at strategic points in the home to prevent children's entering areas unsupervised. The childminder has a secure understanding of child protection procedures. She knows how to record and report any concerns about a child through the relevant channels at her local authority. This ensures children's safety and well-being.

The childminder shows a commitment to improving practice. She regularly attends training events to extend her knowledge of early years practice. This has a positive impact on her teaching and ability to recognise when children are not making the expected progress. Since the last inspection, the childminder has begun using a package that supports her in using and monitoring her observation, assessment and planning for children and evaluating her practice. She is using feedback from parents and listens to children to help formulate her plans for further improvement. This addresses the recommendations made previously.

The childminder has successful partnerships with parents who value her friendly, experienced and flexible approach to meeting their family's needs. She has established relationships with other providers of the Early Years Foundation Stage and has recently started setting up a process for regularly sharing information on children's progress now they attend a local pre-school. The childminder has very good relationships with her local children's centre and uses their guidance to support children and their families in getting the additional services they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. 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	EY430451
Local authority	Essex
Inspection number	874546
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	16/12/2011
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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