

Inspection date	11/12/2014
Previous inspection date	29/11/2011

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

- Children's vocabulary and communication skills are enhanced skilfully by the childminder during daily routines and play activities.
- Children are happy, settled and show a strong sense of belonging. They have formed close attachments with the childminder and other children.
- The childminder establishes positive relationships with parents. An effective two-way flow of communication supports children's welfare and learning and development.
- Safeguarding procedures are effective and the childminder is clear about his role and responsibilities. This ensures children are protected and kept safe from harm.

It is not yet outstanding because

- Opportunities for children to explore, build and role play outdoors are not maximised.

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 indoors and outside.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took account of the views of parents, as recorded in written reference letters.

Inspector

Clair Stockings

Full report

Information about the setting

The childminder registered in 2011 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. He lives with his wife and two children in a house in Loughton. The downstairs of the house and the rear garden are used for childminding. He visits the shops and park on a regular basis. He collects children from the local schools and pre-schools. He works with his wife who is also a registered childminder and an assistant. There are currently 22 children on roll, five of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- extend further the opportunities for children to explore, build and role play in the outdoor learning environment.

Inspection judgements

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

The childminder and his co-childminder provide a welcoming environment where children demonstrate they feel happy and enjoy being with him. Children make good progress, because the childminder observes and assesses their progress and plans an effective level of challenge to reach their next learning steps. Additionally, the childminder understands his 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. He 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. This approach is successful in engaging parents in their children's early education.

The childminder's home is welcoming and a hive of activity. There is a good sense of fun and children enjoy a warm relationship with the childminder and his co-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 promotes effectively children's language development through his supportive interactions during play activities and through his intuitive use of open-ended

questioning. He communicates and engages with them enthusiastically as they play. He 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. He follows their lead, as they choose books and he shares their interest in the story characters. This helps to establish children's interest in reading for pleasure and purpose. The childminder extends their mathematical learning by encouraging them to count during every day routines. Consequently, children develop skills that support their future learning.

The childminder and his co-childminder provide a varied range of interesting play experiences, giving children independence of choice as they decide with what they want to play. Resources and activities are easily accessible and children confidently explore their surroundings to initiate their own learning. Outdoors, children choose from a good range of play equipment, including balls, hoops and wheeled toys to support their physical development. However, opportunities for children to build, role play and explore in the outdoor learning environment are not maximised.

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

Children feel comfortable and secure with the childminder and his co-childminder. They demonstrate they are happy in his care as they easily approach him for support. He works with the parents to find out children's likes and dislikes before they start to help them to settle. He also finds out about their routines, so that he can meet their individual needs. This enables the children to settle and develops their self-esteem and confidence. Children are familiar with the routine, following the house rules, such as, taking off shoes and hanging up coats on their return from outings in the local area. The childminder manages behaviour positively through using praise and encouragement and is consistent in his approach. Consequently, the childminder effectively supports children's emotional readiness for future learning.

Children are encouraged to develop healthy lifestyles, because the childminder follows appropriate hygiene procedures and practices that meet their physical, nutritional and healthcare needs. His 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 provides nutritious snacks and meals that include fruit and vegetables. Clear information regarding children's individual health needs, such as allergies, is obtained and adhered to.

The childminder gives appropriate priority to children's safety and well-being. His home is safe and secure as he undertakes daily checks and regular risk assessments. Children are kept safe as they practise regular fire drills. This allows the children to learn about what to do in the event of an emergency. The childminder also teaches the children road safety and stranger danger when they are out and about in the local community. 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

The childminder demonstrates a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. He implements policies and procedures which underpin his service and help ensure the well-being of the children. The childminder shares these with parents, so that they understand his responsibilities. He has a clear understanding of safeguarding issues and is aware of the procedures to follow if he was concerned about a child. The childminder understands how to report any concerns to the appropriate agencies. Children are protected further because the childminder carries out daily risk assessments on all areas and resources used by the children.

Partnerships with parents are strong. He communicates verbally with parents regarding children's welfare and experiences on a daily basis. Parental feedback is positive and reflects gratitude for the care the childminder provides. One parent writes of the childminder and his co-childminder, 'The role they have played in my child's development cannot be underestimated'. The childminder is aware of the benefits of sharing information with other early years providers in order to provide continuity of learning for children.

The childminder successfully monitors the educational programmes to ensure that children make good progress. The childminder has an effective knowledge and understanding of the learning requirements of the Early Years Foundation Stage. He demonstrates commitment to further improve the quality of provision and his knowledge by attending training, such as early language development. Through self-evaluation, he takes into account the views of children and their parents and uses this to reflect on the quality of his provision.

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	EY429128
Local authority	Essex
Inspection number	870345
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	22
Name of provider	
Date of previous inspection	29/11/2011
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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