

Inspection date	11/12/2014
Previous inspection date	23/06/2011

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 has a good understanding of how children learn through play and how to promote their learning effectively. As a result, children make good progress towards their early learning goals.
- Children display very strong bonds and secure attachments to the childminder and her co-childminder. This is extremely successful in supporting children's feelings of security and emotional well-being.
- Children are protected because the childminder has a good understanding of safeguarding procedures and ensures children can play and learn in a secure environment without fear from harm.
- Partnerships with parents are valued by the childminder and she ensures they are fully informed about children's progress. This ensures children's achievements are celebrated and their development is promoted consistently.

It is not yet outstanding because

- Opportunities for children to explore, build, move and role play in the outdoor play environment are not maximised because there is a lack of flexibility with regard to use of the garden throughout the year.

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 2007 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in Loughton. The downstairs of the house and the rear garden are used for childminding. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. She works with her husband 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 opportunities for children to play in the garden throughout the year so that they can explore, build, move and role play in an outdoor learning environment.

Inspection judgements

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

The childminder provides a welcoming environment where children demonstrate they feel happy and enjoy being with her. She knows the children very well and talks in detail about their strengths and areas for further development. Children receive good attention, have fun and are making good progress. Accurate observations show how they are developing consistently in their expected development bands and are acquiring skills for their next steps in learning. Parents are positively encouraged to share information with the childminder to help them settle. The childminder shares both verbal and written information with parents each day to enable them to contribute to their children's development and learning.

The childminder and her co-childminder use the nearby amenities to offer children experiences in a number of different environments. For example, she visits the local shops and forest with the children to provide stimulating play experiences, which help them made good progress in their learning and development. These visits make learning fun for the children and enable them to learn about the wider world. As a result, the childminder supports children's development well and provides a solid base for future progress and learning experiences, as they move on to their next stage in learning.

The childminder provides a varied range of interesting play experiences which ignite children's curiosity. Children make choices, as they decide what they want to play with. Resources and activities are easily accessible and children confidently explore their

surroundings to initiate their own learning. Children are developing good communication skills and have their vocabulary well supported and promoted. For example, the childminder engages children in conversation, as together they play with a selection of toy farm animals. She talks to them about the different animals, 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. She extends children's mathematical learning as she introduces discussion about shape, colour and size of the animals. Children enjoy sharing their favourite storybooks with the childminder, which helps to promote their early enjoyment of books, a useful attribute for when moving on to school. Children practise their early writing skills as they use a broad range of writing resources. Consequently, children develop skills that support their future learning.

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 in her care as they easily approach her for support and enjoy her relaxed manner. The childminder is a good role model through being happy, calm and kind towards the children and she sets clear house rules and boundaries. This develops children's understanding of right and wrong. The childminder manages behaviour positively through using praise and encouragement and is consistent in her approach. As a result, children's behaviour is very good. The childminder spends time getting to know the children and their families well. Individual children's needs and preferences are met as the childminder gathers and records information from parents about their welfare and care routines. She takes time to give each child individual attention, so that they feel they are special and valued. She consistently praises children's efforts and achievements, raising their self-confidence and well-being. 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. The childminder supports children's physical development as she encourages them to be physically active. For example, they develop confidence and skills while they use challenging physical play equipment at the park. The childminder identifies different play activities that are organised in the garden during part of the year, however, during winter months use of the outdoor play environment is not maximised to promote children's development in all areas of learning. 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.

Children's independence is promoted effectively. The childminder consistently motivates children to try things for themselves and manage their personal needs. For example, children are encouraged to find their own shoes, wash their hands and feed themselves

unaided. The childminder observes the children's attempts and offers lots of praise and encouragement while they complete the tasks. As a result, children are learning to do things for themselves and are pleased to be self-sufficient. Children's awareness of personal safety and risks is very well promoted. This is because the childminder offers consistent safety reminders, such as, reminding them not to climb on the furniture. These gentle reminders teach children to manage their own safety.

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

Children's welfare is promoted, because safeguarding regulations and duties are effectively met. The childminder has a good 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. Children play in a secure, safe environment where the childminder completes daily safety checks and regularly reviews risk assessments to promote their welfare.

The childminder has a good knowledge and understanding of the learning requirements of the Early Years Foundation Stage. The childminder is dedicated to the continual improvement of her provision. She regularly evaluates her early years' practice through seeking the opinions and views of parents and children. As a result, she is clear about the quality of her early years setting and is keen to continually expand and improve the good service that she provides. She strives to improve her knowledge through accessing relevant training.

Partnerships with parents are good, because the childminder warmly welcomes them into the home and offers a flexible service to meet their needs. She communicates with them on a daily basis, sharing information about the children's day and regular sends out newsletters to keep them informed of what activities and outings she has planned. Parents are appreciative of the care that the childminder provides, describing it as a 'home from home environment'. These strong partnerships with parents support children's individual needs well. The childminder is aware of the benefits of sharing information with other early years providers, when the time comes, in order to provide continuity of learning for children.

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	EY347622
Local authority	Essex
Inspection number	863188
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	23/06/2011
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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