

Inspection date	18/12/2014
Previous inspection date	09/03/2011

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

- Teaching is good because the childminder knows how children learn best through play. She plans stimulating activities and outings in tune with their interests and fascinations.
- Children form secure emotional attachments and positive relationships with the childminder because she provides them with a nurturing, warm and welcoming environment.
- The childminder establishes strong partnerships with parents and keeps them well informed about their children's achievements and progress.
- Children are safeguarded because the childminder has a good understanding of her responsibilities to protect them. She is knowledgeable about the action to take if she has any concerns about children's welfare.

It is not yet outstanding because

- The opportunities for children to think critically, develop their vocabulary and use expressive language, are not always fully embraced.

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 learning environments and looked around the ground floor of the premises.
- The inspector held discussions with the childminder about the children's progress and achievements.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the childminder and her family, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from references obtained by the childminder.

Inspector

Patricia Champion

Full report

Information about the setting

The childminder was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult children in a house in Billericay, Essex. The childminder uses the whole of the ground floor and the rear garden for childminding. She attends toddler groups and activities at the local children's centre on a regular basis. The childminder walks to local schools or pre-schools to take and collect children. There are currently eight children on roll, three of whom are within the early years age range and attend on a part-time basis. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years and the Basildon District Children Come First Childminding Network.

What the setting needs to do to improve further

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

- improve teaching, thereby, raising achievement from good to outstanding by consistently making the most of opportunities to introduce new words during activities and by giving children time to respond when asking open-ended questions, to fully promote their critical thinking and expressive language skills.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She provides children with a broad range of fun activities that cover all areas of learning. Children are well supported because the childminder observes their current interests. This ensures that appropriate resources are available, so they continue to be excited to learn. Consequently, children are happy, relaxed and make good progress in the childminder's care. Children initiate their own play, as they explore boxes of toys around the room. For example, they engage in imaginative small world play and show their understanding of people and communities, as they act out scenarios with small figures in the dolls' house or push trains along a track.

Overall, the quality of teaching is good. The childminder recognises when children are absorbed in play and when the opportunity arises, she joins them to extend their language development. The childminder repeats words and extends phrases, so that children make progress in their communication and language skills. She provides clear explanations when children ask questions about things that they are inquisitive about. However, there are occasions when the childminder misses opportunities for the effective use of questions that encourage children to think critically and express themselves. This is because, sometimes, she moves to the next question too quickly before children have responded

fully. Consequently, children do not always fully engage in sustained conversations to enhance their range of vocabulary. There are plenty of puzzles accessible, so children develop their problem solving skills and they enjoy looking at books for pleasure. Children learn about shapes and colours as they make Christmas decorations and use numbers as they count the number of items, which they glue onto their pictures.

The childminder shows a good understanding of the needs of children who attend. She works closely with parents to find out about their child's starting points when they begin in her care. The childminder has implemented good methods for observations and assessments that enable her to see if children are achieving as expected. She effectively identifies learning priorities for each child and provides personalised support. The childminder liaises with parents when completing the progress check for children between the ages of two and three years. In addition, parents get to see their children's journals and tracker books at regular intervals and can add their comments about their achievements at home. Consequently, parents have good opportunities to become involved in their children's learning.

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

Children feel secure because the childminder has a calm and friendly approach and places great importance on their happiness in the setting. Consequently, children form good attachments to the childminder, which strongly supports their emotional well-being. Children have a strong sense of belonging because the childminder is proactive in ensuring that they can easily access resources and feel comfortable. For example, children know where to hang their coats and find items, which they have brought from home. The gradual settling-in sessions means that children are supported well during the initial transfer from home. The childminder has a good understanding of how to support children's individual needs. She gains information from parents when children start, about their interests and care routines. The childminder also gathers important information about children's medical needs or special dietary requirements to ensure they remain healthy and safe. The childminder holds current first-aid and food hygiene certificates. This means that she can deal with accidents or minor injuries and prepare food, in an approved way.

The environment is stimulating and there are a broad range of accessible resources to interest children. Children are encouraged to play together and the childminder sensitively reminds them about taking turns and sharing resources. The childminder also promotes good manners as children learn to say 'please' and 'thank you'. As a result, children play harmoniously and demonstrate friendly behaviour towards each other. The childminder meets with other childminders at the local community groups, where children enjoy independent play in larger social groups. This means that they are developing relationships, which help to prepare them emotionally for the larger environment of nursery or school. Children also go with the childminder each day to collect older children from the nearby primary school, which helps them to become familiar with daily routines, the school environment and the adults who will care for them.

Children learn about healthy and safe lifestyles as the childminder encourages them to be

active and take regular exercise. There are good opportunities for children to play in the garden. They visit local parks and soft play centres to develop their physical skills on a wider range of apparatus. The childminder also takes children to swimming sessions, so they master important water safety skills and build their body strength. Children are beginning to learn about healthy eating because the childminder provides nutritious, home-cooked meals and snacks. They are developing a good understanding of their own self-care, as the childminder supports them as they wash their hands before eating. Toilet training is also sensitively carried out with plenty of praise given to develop children's confidence. Children learn to stay safe as they sit sensibly at the kitchen table. Also, the childminder encourages babies' awareness of safety by talking to them as she makes sure they are secure in their high chairs. In addition, evacuation plans are regularly practised with all children, so that they know how to swiftly exit the premises in the event of an emergency.

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

The childminder has a secure understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. She has successfully implemented written policies and procedures that outline all aspects of the care, which she provides to promote children's welfare and safety. The childminder has a good knowledge of child protection issues and has attended appropriate safeguarding training provided by the local authority. This ensures that she is fully aware of potential signs of abuse and neglect and has a secure understanding of her responsibility regarding protecting children from harm. The childminder knows the steps to take if she has any concerns and which agencies she must inform. All adults living on the premises have completed the required background checks to ensure their suitability. Risk assessments are completed for all areas of the home used by children and for outings. As a result, children play in a safe and secure environment and they are kept safe while on and off the premises.

The childminder is reflective of her practice and has appropriately identified strengths and areas of development in her self-evaluation. The action and recommendations from the last inspection have successfully been addressed to improve children's safety and learning experiences. The childminder shows a very good commitment to developing her practice as she regularly completes training to update her skills and knowledge. She also attends cluster meetings and workshops with other childminders to share good practice. This helps to promote her own learning and ensures that her practice is current, all of which very much benefits children in her care. The childminder shows a clear understanding of her responsibilities to monitor the educational programme and plan for children's progress. The individual tracker books show that the childminder regularly observes and assesses children's achievements across the seven areas of learning, to ensure that no child gets left behind.

Relationships with parents are very positive and the childminder keeps parents well informed about her routines and activities through conversations and the daily diaries. The childminder also efficiently organises contracts and consent agreements, so that parents

are clear about the business and care arrangements. Parents say they are extremely happy with the care and service provided for them. They also comment that they know their children are safe, secure and happy in the childminder's care. The childminder has well-established relationships with local schools and good links with key persons when children attend pre-schools, to ensure continuity for those in their care, their learning and play.

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	506264
Local authority	Essex
Inspection number	872334
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	09/03/2011
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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