

Inspection date	15/01/2015
Previous inspection date	08/03/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is outstanding. The childminder has a superb knowledge of how children learn. She uses this to provide an environment and activities that are highly stimulating and ignite children's enthusiasm to learn and discover. As a result, all children make exceptional progress in their learning and development.
- The childminder forms exceptional, warm and caring bonds with the children. She displays a heart-warming respect and love for them, which they reciprocate eagerly. As a result, children show high levels of self-confidence in activities and absolutely thrive in her care.
- The childminder safeguards children extremely well. She can identify the signs and symptoms of abuse and ensures that her environment is extremely safe for children to be in. Children's safety is paramount to the childminder. She skilfully supports children in learning how to keep themselves safe in age-appropriate ways.
- The childminder is enthusiastic and passionate about her setting and is always striving for different ways to improve the quality of care and education she provides. As a result, children receive excellent support in achieving exemplary progress.
- The childminder has formed highly successful partnerships with parents. She involves them in every part of her setting and parents contribute a wealth of information towards children's learning and development. As a result, children are given excellent opportunities to achieve the best possible progress.

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 had a tour of the premises.
- The inspector held discussions with the childminder about children's progress and achievements and viewed the children's development records.
- The inspector saw evidence of the suitability and qualifications of the childminder, her self-evaluation, risk assessment and policies and procedures.
- The inspector spoke to children and viewed parent testimonials and questionnaires obtained by the childminder prior to inspection.

Inspector

Daniella Tyler

Full report

Information about the setting

The childminder was registered in 1992 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 Witham, Essex. The whole of the ground floor and the rear garden are used for childminding. The family has a dog as a pet. 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 six children on roll, two of whom are in the early years age group, and they attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6.30pm, 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:

- increase the use of labels in the environment, to support the opportunities children have to develop their independence even further, such as labelling coat pegs at the children's height.

Inspection judgements

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

The quality of teaching is outstanding. The childminder has a superb knowledge and understanding of how children learn. She uses this to provide an exciting and stimulating environment for the children, where they develop their curiosity and imagination. Her varied and exciting range of activities covers the seven areas of learning in detail, and provides highly-valuable learning opportunities for all children. The childminder, through her interactions with the children, shows that she absolutely enjoys every minute of the time she spends with them. She observes children closely in their play and gets to know their individual needs extremely well. Her assessments of their capabilities are sharply focussed and precise, to enable her to plan activities that are tailored to children's individual next steps in learning. As a result, all children meet their developmental milestones and often exceed what is expected for their age and stage of development.

Children are extremely well prepared for the next stage in their learning, including the move to primary school. The childminder carries out a lot of her teaching through role play and activities that spark children's imagination. For example, while using the toy cooker, the childminder uses this opportunity to support children's finer physical skills. As they learn to make food with malleable dough, children talk about the texture of the dough and how it feels. The childminder introduces new words into children's vocabulary, she says words, such as 'helter skelter', when describing the way the toy firefighters are going

down a slide. She gets down onto the children's level and speaks clearly, and narrates their play and provides a language-rich environment. As a result, children develop extremely well with their communication and language skills, showing they are working above the expected levels for their ages. In addition, the childminder skilfully uses routine daily events to extend children's learning superbly. When the childminder receives a delivery of children's chairs, the children are excited to open up the package and see what is inside. She reads the children's names to them from off the chairs and children repeat some of the letters they know are in their names. As a result, children's literacy skills are supported brilliantly.

The childminder has formed superb partnerships with parents. She regularly shares detailed information about their children's learning and development with them. Parents make excellent contributions to their children's learning, with photographs, observations and information about what they know their children are learning at home. In addition, the childminder provides ideas and activities for them to complete at home with their children. As a result, children are given superb opportunities to make the best possible progress.

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

The childminder forms exceptional, caring bonds with the children. She demonstrates a heart-warming respect and love for the them, which they reciprocate eagerly. As a result, children form secure, emotional attachments to the childminder and show high levels of confidence and self-control in activities. The childminder's resources are exciting, stimulating and easily accessible for the children. Consequently, children show high levels of self-esteem as they make choices in their play. The childminder provides settling-in sessions for the children that are tailored to their individual needs. In addition, she obtains a wealth of information from parents when children start about routine care needs. Therefore, children experience a seamless move from home to the childminder's home and settle excellently. The childminder regularly provides activities, such as school-themed role play for the children, with school uniforms, desks and taking the register. In addition, children attend the school regularly with the childminder, where they are able to look at the classrooms and talk to the reception teachers. As a result, children are superbly emotionally prepared for the move to primary school.

The childminder provides excellent opportunities for the children to be independent. She encourages even the youngest of children to put on their own shoes, coats and gloves and wash their own hands. However, there is even more opportunity to support children's independence further, for example, by providing coat hooks with labels of their names at their height, so the children can access these by themselves. The childminder provides a varied and healthy diet for the children. She works closely with parents to support children in having a positive attitude to eating and to have confidence in trying new foods. In addition, children have many opportunities to take part in physical exercise and have access to fresh air. The childminder skilfully supports children in understanding the effects physical exercise can have on their bodies. For example, when children place small figures on the toy slide, she reminds them that they will get worn out and dizzy from all the exercise they are doing.

The childminder has high expectations for children's behaviour. She knows the children extremely well and provides individual support for them, so they learn to manage their behaviour in age appropriate ways. The childminder continually praises children for their achievements. As a result, children take pride in their accomplishments and feel valued. She places a high importance on children learning how to keep themselves safe. The childminder reminds children, when playing with the toy oven, to wear their oven gloves and mind their eyes as the oven will be very hot. During a play activity with toy firefighters, the childminder uses this opportunity to talk to children about the telephone number they must call in an emergency. Children respond really well to this and show increasing skill and knowledge of what they need to do to keep themselves safe.

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

The childminder has an excellent understanding of the safeguarding and welfare requirements, and implements them effectively into her setting. All paperwork is in place to ensure that children's safety is protected. The childminder can identify the signs and symptoms of abuse and knows the appropriate action to take if she has concerns about a child. Her safeguarding policy is robust and ensures that she acts quickly and appropriately to protect the welfare of the children. The childminder risk assesses her premises and regular outings. In addition, she regularly carries out robust and thorough daily checks, to ensure that it is safe and suitable for the ages and stages of the children that are attending. The childminder understands the importance of keeping up to date with training. She has a current paediatric first-aid certificate in place, to ensure that children are protected in the event of minor accidents or injuries.

The childminder oversees her educational programmes superbly. She ensures that all areas of learning are covered in detail and provide a varied range of exciting and stimulating activities, which meet the individual needs of the children. As a result, all children make excellent progress in their learning and development. In addition, she thoroughly oversees the assessments of children's development to ensure that she identifies any gaps quickly and efficiently and provides the support they need. The childminder is highly motivated. She is always striving for outstanding practice, and maintaining it. Her self-evaluation accurately highlights her strengths and ways she wants to further improve her already first-rate practice. The childminder regularly attends the local authority meetings for information. She continually researches the interests of children, in order to improve the quality of care she provides even further.

The childminder has formed superb partnerships with parents. She respects that they are the child's first educator. She demonstrates this by involving them at length in how their children are progressing. They plan together about how they should move forward with supporting children's learning at the setting and at home. The childminder regularly seeks their views of the service that she provides. She has formed successful partnerships with the other settings the children attend. The childminder regularly shares in-depth information with school teachers about children's learning and development. As a result, she is able to fully complement the learning that children are receiving elsewhere.

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	403966
Local authority	Essex
Inspection number	877145
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	08/03/2011
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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