

Inspection date

18/10/2012

Previous inspection date

21/07/2009

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

- The childminder demonstrates a good knowledge of the revised Early Years Foundation Stage and uses this well to promote the very positive progress children make in their learning and development.
- Children are effectively safeguarded as the childminder and her assistants give utmost priority to children's safety and are consistently vigilant when working to protect them from harm.
- There are successful partnerships with parents as the childminder uses a variety of different methods to keep them well informed and involved in their children's learning.
- The childminder is extremely efficient, calm and adaptable. She is also very motivated and constantly researches best practice and finds successful ideas to improve and extend her childcare service.

It is not yet outstanding because

- Although children are taken on a variety of outings, the childminder is not yet using her own outside area to its full potential.
- The childminder plans interesting educational programmes linked to themes and topics. However, her activity planning does not consistently encourage children to be dynamic in their learning as opportunities for them to choose their activities and take decisions are not yet fully 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 environment and toured the premises.
- The inspector held discussions with the childminder, an assistant and the minded children.
- The inspector looked at children's learning journey records and planning documentation.
- The inspector viewed evidence of suitability and qualifications of the childminder and her assistants, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents from information included within recent questionnaires and personal references supplied by the childminder.

Inspector

Patricia Champion

Full Report

Information about the setting

The childminder was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children. They live in a house in a residential area in Loughton, Essex. The whole ground floor of the childminder's house and the bathroom on the first floor is available for childminding. Access is via one low step into the front door. There is a fully enclosed garden available for outside play. Three members of the childminder's family act as assistants. The family has two cats and a dog as pets.

The childminder's service is open from 7.30am to 8pm on Monday to Friday, except for family holidays agreed in advance. There are currently two children attending who are within the early years age range, both of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years and walks to local schools to take and collect children.

The childminder holds a level 3 qualification and has completed the local authority childminder training including first aid and child protection. She regularly updates her knowledge through specific courses, such as food hygiene. She attends the local carer and toddler groups on a regular basis and takes children to the local park and library. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- develop further stimulating opportunities for children to play and extend their learning in the outdoor play environment
- enhance active learning by reviewing the planning to ensure children have greater opportunities to choose their activities and take decisions about what they want to do and how they will do it.

Inspection judgements

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

The childminder has developed a secure understanding of the Early Years Foundation Stage and how young children learn. A wide variety of activities are offered that provide challenge and are linked to the seven areas of learning. The childminder also focusses specifically on the prime areas to ensure that the youngest children have a good basis for future learning. Children's communication is enriched as the childminder uses lots of open questions to encourage the children to express themselves.

Children are making good progress as the childminder has a wide variety of toys and resources. Play materials are stored in transparent boxes, which are regularly rotated for added interest and stimulation. Adult-led activities are also planned to link with topics and themes, which include the changing seasons and celebration events from the cultural calendar. The childminder ensures that positive images of diverse cultures and abilities are relevantly represented. For example, children examine books written in Braille and view positive images that encourage them to discuss each other's similarities and differences. However, there is potential to widen the scope for active play by extending the involvement of children in activity planning and giving them greater opportunities to choose resources and make more decisions as they play.

Children are confident and inquisitive and show good motivation to learn. They use their imagination well as they play with small world figures and count and use numbers confidently as they count the number of cakes they make with play dough. They particularly enjoy exploring sounds and tempo using a selection of musical instruments. The childminder has developed a sensory treasure basket so that the youngest children can explore textures, colours and shapes in safety. Children regularly use the garden but ideas to enhance the area are still under development and it is not yet fully effective as a place for high quality outdoor learning experiences. Children do enjoy a range of outings to enhance their learning. Nearby parks are used well and children regularly socialise with their friends at the toddler groups.

The childminder undertakes perceptive observations and regularly uses these, along with photographs and samples of the children's artwork to record and track their development. These systems enable her to effectively identify and support children's next steps in learning. The childminder works very closely with parents and carers to ensure that individual children's needs are met. For example, very young children whose routines quickly change as they grow and develop, really benefit from the excellent systems of sharing information. This ensures learning opportunities complement and are consistent with those provided at home.

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

Children are happy, content and confident in familiar surroundings, as the childminder and assistants are sensitive to their needs and interests. The childminder appreciates the important role she has in setting a good example and her calm, gentle manner in all dealings with children helps to create a friendly and relaxed atmosphere. Children's

confidence and self-esteem grows as they respond to praise and encouragement. They behave well and learn essential social skills, such as sharing, turn taking and the importance of saying 'please' and 'thank you'.

Children are closely supervised and their health and welfare are paramount at all times. Young children learn from an early age to connect toileting routines with hand washing in order to reduce the risk of the spread of germs. Hygiene routines are very effective and children play in an environment that is scrupulously clean. Everyone removes their shoes on entry so that young children can play and develop their mobility on very clean flooring. Children enjoy nutritious meals and snacks supplied by parents and supported by the childminder. The childminder is extremely knowledgeable about any allergies or special dietary requirements to ensure that individual needs are consistently met. Children learn about the importance of dental hygiene when they brush their teeth after meals. Fresh air and exercise are promoted daily and children can rest or sleep in comfort. Effective everyday practice also educates children about potential dangers, such as crossing the road and moving swiftly to evacuate the premises in the event of an emergency.

The childminder forges warm, professional relationships with parents from the outset. She involves them closely with settling in and ongoing planning for their children. When there is shared care the childminder is proactive and contacts nurseries in order to pass on information about children's progress and achievements. She has well-established contacts with local schools so that children can progress smoothly into their reception year.

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

The childminder demonstrates a very positive attitude to making improvements and developing her service. She has meticulously researched the revisions to the Early Years Foundation Stage so that she is knowledgeable about the learning and development requirements. Consequently, she also has a clear understanding about the progress of the children she cares for and their differing strengths and aptitudes. All actions or recommendations from the last inspection have been addressed. The childminder gathers the required consent agreements, she has significantly improved her system for observation and assessment and extended the range of resources that reflect diversity. The childminder has also undertaken numerous training courses since her last inspection in order to consolidate her learning and significantly improve her practice to benefit children. She is very receptive to input from development workers and she has a clear vision as to how she wishes to develop her service further. The childminder periodically highlights strengths and identifies some areas for development when completing her self-evaluation.

Children are well protected as all the required documentation is maintained to a consistently high standard. It is systematically reviewed which contributes to children's health, safety and well-being. The childminder has a clear understanding of procedures for safeguarding children from harm or neglect and has attended training in this area of work to further her knowledge. She completes detailed risk assessments which ensure the areas that children use, both within the premises and on outings, remain safe for their play and

learning. Effective policies and procedures are consistently followed by the childminder and her assistants in their daily practice. All adults living and working on the premises have undergone the required background checks to ensure they are suitable to be around children. They also all hold current paediatric first aid certificates to enable them to deal confidently with minor accidents and injuries.

The childminder works positively and successfully with parents as they are kept fully informed about their children's progress. Daily diaries, regular texts or emails, photographic displays of children in action and learning journey folders convey the variety of experiences and learning that every child is enjoying. Parents' views are incorporated into the childminder's monitoring process as they are asked to complete regular questionnaires about her practice. They make very positive comments about the care and learning provided and say they really appreciate her family orientated approach and value the range of activities she provides.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement

is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. 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	146879
Local authority	Essex
Inspection number	817905
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	21/07/2009
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 that are usually their 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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