

Inspection date	14/12/2012
Previous inspection date	17/09/2009

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

- There is a well-resourced, stimulating environment that is welcoming and extremely child friendly.
- Children settle well and are happy as the childminder is skilled in helping children form secure emotional attachments.
- The childminder consistently gives the highest priority to the safety of the children. Even young children have a good understanding of how to keep themselves safe and healthy.
- The childminder understands how children learn. She supports all children to make good progress through child-initiated and structured activities. Good observations are made and the childminder has a strong understanding of how to identify and support children's next steps in learning.

It is not yet outstanding because

- The childminder provides fewer opportunities for children to investigate the natural world with particular regard to planting, growing, bug hunting and experiencing different weathers throughout the year.
- Children have fewer opportunities to explore and investigate using a range of everyday objects and natural play materials.

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 taking place in the playroom and lounge.
- The inspector spoke with the childminder as appropriate times throughout the inspection.
- The inspector looked at children's observation and assessment records, a selection of policies, the childminder's self-evaluation documents and children's records.
- The inspector looked at parents written comments.

Inspector

Lynn A Hartigan

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 three adult children in a house in Rayleigh, Essex. The whole of the ground floor and the rear garden are used for childminding. The family have a bird as a pet.

The childminder visits the shops and park on a regular basis. There are currently three

children on roll, all are in the early years age group and attend for a variety of sessions. She operates all year round, Monday to Friday, except bank holidays and family holidays. 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:

- make use of outdoor areas all year round and provide children with opportunities for planting and growing, and items, such as chimes, streamers, windmills and bubbles to investigate the effects of wind
- provide further opportunities for children to investigate the natural world, through the use of a wider range of resources, both inside and outside. For example, offer seashells and pebbles, feathers, conkers and fir cones for children to investigate and explore.

Inspection judgements

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

The childminder has high expectations for the children in her care and this means she ensures sufficient challenges are consistently offered, to enable children to meet their full potential. Accurate assessments are regularly completed to assist this process.

Parents are positively encouraged to share information and their own assessments of their children with the childminder. They are regularly offered the opportunity to view and comment on their child's learning records and complete questionnaires; which contribute to the next steps in their children's learning. As a result, they are fully informed of their child's progress and are able to support learning at home.

Children enjoy a well-organised environment where they can select resources to support their play. They have use of an exclusive playroom that is bright, cosy and child friendly. They bring toys from the playroom to the space in the large lounge. For example, they enjoy working on floor puzzles with the childminder. She is skilful in offering support when needed and encourages children to think about the size and shape of the pieces. Children's language skills are developing as the childminder engages them in conversations and encourages them to communicate effectively. The childminder is aware of the children's favourite activities and provides resources to further such interests. For example, she provides opportunities for children to set out cars on a road mat. They

giggle with excitement when using a car balancing toy and learn to take turns and share.

Where children are not meeting the expected level of development, support is consistently offered to ensure the gap is closed over time. This is achieved as the childminder completes precise observations, regularly consults with parents and ensures children are well supported to gain the skills they need, in order that they can progress to the next steps in their learning.

Children enjoy fresh air and exercise and go on regular trips to the local park to practise their climbing and balancing skills. They collect leaves for their art work and their pictures are displayed in the playroom, creating a sense of belonging. However, outdoor play in the colder weather less frequent and children have fewer opportunities to explore nature, grow seeds and plants or hunt for bugs and insects.

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

The childminder works closely with parents and is sensitive to their children's unique needs. She has developed warm, affectionate relationships with the children and therefore, children settle very well, have formed secure attachments and are happy in the childminder's care.

Children develop their independence and explore within a safe a secure environment because the childminder gives a high priority to the safety of children. The childminder ensures the home is safe and clean through the completion of thorough risk assessments. Children learn how to keep themselves safe as they practise evacuation procedures. Young children enjoy dressing up and continue their play dressed as police and fire fighters. This prompts discussion around people who help us in an emergency.

The childminder positively encourages children to make decisions and choices about their play. A broad range of resources is available to the children that supports their learning. These resources are organised and easily accessible for self-selection. However, opportunities for children to investigate discover and experience different textures of everyday objects and natural materials, such as pine cones, shells and feathers through the use of treasure baskets are limited.

Children are comfortable and familiar with daily routines. For example, they happily use wipes for their hands before snack and use tissues to blow their nose. Children sit together and thoroughly enjoy their fruit for snack. Ample portions are available to ensure they are not hungry. The childminder is a good role model and praises children continually for their efforts. She sets clear boundaries and expectations; therefore children's behaviour is very good.

Although no children currently attending use another childcare setting or school, the childminder understands the importance of supporting children with their continued learning and is committed to providing a smooth transition into pre-school and school.

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

Children progress well and have fun as the childminder has a strong knowledge of how children learn and develop and offers an interesting and varied educational programme. The childminder fully understands her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage and she has a secure understanding of safeguarding procedures. She ensures she is up-to-date with current practices, by attending or completing online training. Parents are informed of these procedures with regard to their child's welfare, through the policies offered when their child first attends.

The childminder makes effective use of self-evaluation and has identified accurate plans for improvement, which will support children's achievements over time. All recommendations made at the last inspection have been addressed to ensure children's well-being is promoted.

The childminder welcomes parents into the home and positively encourages good partnerships to ensure children's individual needs are identified and met. Parents complete questionnaires to support the childminder's self-evaluation process and written comments suggest they are extremely happy with the care and education offered to their 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	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	202770
Local authority	Essex
Inspection number	817974
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	17/09/2009
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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