

Inspection date	03/12/2014
Previous inspection date	14/03/2011

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		1
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

- Children develop good communication and language skills due to the childminder's effective use of questions, the selection of resources and her detailed planning.
- Children's understanding of shape, size and numbers is promoted well through everyday routines and well-planned activities
- Children develop a very positive attitude towards the differences in today's society through a range of experiences to celebrate numerous festivals and access to a good range of positive images.
- The childminder promotes children's emotional well-being extremely well resulting in high levels of independence, self-esteem and motivation to learn.
- Children are safeguarded well. The childminder has a strong knowledge of the procedures to follow if she had a concern about a child in her care.

It is not yet outstanding because

- On some occasions, children's understanding of making marks for a purpose and print carrying meaning is not fully extended in their play.
- The information gained from parents/carers and other settings is not always used fully to effectively develop a full picture of children's learning.

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 the childminder and children in their play both indoors and outdoors.
- The inspector took into consideration the views of parents through written feedback.
- The inspector took account of the childminder's self-evaluation.
- The inspector looked at the childminder's documentation such as children's records, suitability checks for the childminder and members of the household and children's development records.

Inspector

Claire Parnell

Full report

Information about the setting

The childminder was registered in 1990 and is registered 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 Brentwood, Essex. The whole of the ground floor is used for minding and there is a secure garden. The family has two dogs and rabbits as pets. She collects children from local preschools and schools. There are currently six children on roll; of whom two are in the early years range and they attend a variety of sessions. The childminding provision operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She supports children who speak English as an additional language. The childminder 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:

- extend the already well-established education programme for literacy, to incorporate further letter recognition and enhance more able children's emerging awareness of print carrying meaning and having a purpose
- consolidate the information gained from parents, and other settings children attend, to provide a fuller picture of children's learning.

Inspection judgements

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

Children are making good progress in all the areas of learning, because the childminder has a strong understanding of how children learn and uses positive teaching strategies. The childminder gives subtle but effective support to children and carefully differentiates the questioning for children according to their understanding and ability. Children help themselves to an extensive range of resources, that reflects the learning intentions that the childminder proposes for each child. Children's learning in both indoor and outdoor environments is provided well, with a strong emphasis on communication and language, as well as mathematics. Children explore natural materials outside to extend the topics that they are learning about.

The childminder uses effective questioning and storytelling to extend children's thinking and vocabulary, as well as, developing their skills in predicting and recalling. The childminder uses effective tone and expression in her voice to engage children in stories and books. This results in their extended interest and understanding. Children act out stories, supporting their creativity and imagination. They learn about numbers, shape and

size throughout all activities, and through discussion, helping them to realise that mathematics is around them all the time. For example, the children decide whether to use big or small envelopes for their letters to Father Christmas. They use good problem solving techniques and critical thinking to fold the paper to the size of the envelope. Children use these activities to make marks and learn to form letters for their names. However, more-able children are not always fully supported in learning that print has a meaning and a purpose. For example, children make marks on the envelopes for their address, but the childminder does not extend this to help them understand what an address is or what it looks like in writing. Children thoroughly enjoy researching and celebrating different festivals. The childminder provides a wealth of resources and play experiences to support their understanding. For example, the children listen to Christmas stories inside a stable made with poles and cloths, and express their creativity using dressing up clothes to act out the roles of the story. Festivals are incorporated into the planning for children's learning all year round. The childminder's teaching is effective in promoting their key skills required in readiness for school.

The well-established assessment programme successfully identifies children's starting points when they begin to attend, and the childminder provides effective plans to support each child's individual development. Observations are made and photographs taken which clearly link to children's achievements. The childminder tracks and monitors children's progress to skilfully identify areas for further development. This is particularly evident with children's speech and language. Therefore, children who speak English as an additional language receive very good support. Parents receive regular progress checks and work with the childminder to plan for children's next steps. The childminder also works closely with other settings that children attend to provide a consistent and continual approach to their learning. However, this information is not always used by the childminder in her overall assessment of children's progress, in order to produce a full picture of their learning.

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

Children's emotional well-being is extremely well promoted. The childminder instils confidence and high levels of self-esteem in children. They follow a familiar routine each day and have a very close bond with the childminder, resulting in children feeling welcome, safe and secure. Children feel confident to explore their environment, both indoors and outdoors, at the childminder's house. The childminder knows the children extremely well and provides the support and reassurance to encourage exploration and independence when out and about. For example, children confidently find activities in the childminder's home and freely explore the resources outside. When children visit local groups, the childminder gives time for them to settle, and become accustomed to different surroundings and different people by closely supervising them, interacting with them and enticing them to try new experiences together.

Children have a very good understanding of keeping themselves safe. The childminder uses the same routes when walking children to and from other settings. This supports their understanding of locality and familiarity with their surroundings. The childminder reinforces the safety procedures for crossing roads, with clear directions and explanations

of the rules. The childminder has introduced single word explanations to support children's listening skills and awareness of hazards. For example, the childminder is aware that children normally only hear the last word in a sentence, so says 'stop' and 'go' to highlight the rules for crossing roads. Children talk confidently and enthusiastically about playing in large outdoor spaces. They explore parks and local woodlands to enrich their physical skills of running, climbing and jumping. This also supports their understanding of taking risk and making safe decisions. Children play outside several times a day to gain fresh air and a sense of well-being. The childminder frequently provides fresh drinks for children and they confidently ask for more. Parents provide children's food. The childminder discusses healthy options with children and is very aware of the care taken with children who have allergies and intolerances to promote their ongoing health. Children's behaviour is extremely good. They work well together in their play, negotiating the use of resources, taking turns with books and making decisions together. The childminder gives very clear explanations and instructions to support their social play and interactions with others.

Children's transitions to other settings are very well supported. Children are well prepared for the move to other settings, including school. This is due to the childminder's careful planning of activities and links with other providers and schools. The childminder works in partnership with parents to provide consistent messages for children. This develops their confidence and independence to emotionally prepare them for the next stages in their learning.

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

The childminder has a very clear understanding of her responsibilities towards the welfare and development of children in her care. She has a strong knowledge of how to keep children safe. She has attended up-to-date training and has a clear understanding of the steps to follow if she has concerns about a child in her care. The childminder and her family all have relevant checks in place to evidence their suitability. The childminder has a current paediatric first-aid certificate to treat children appropriately in the event of an accident. All documentation meets the requirements of the Early Years Foundation Stage, therefore, fully promoting children's welfare. A thorough risk assessment is in place to ensure children play in a safe and secure environment.

The childminder attends regular training and keeps her knowledge of teaching strategies and welfare requirements up to date. She provides a well-balanced educational programme that supports children of differing abilities and monitors their development closely and effectively. This identifies any gaps in children's learning and provides well-planned experiences to close those gaps. She constantly reviews and evaluates her practices to assess the impact this has on children's learning and care. She gains support from other childminders and the local authority to develop her service further. She has a very positive attitude towards continuous improvements and her professional development. All recommendations from the last inspection have successfully been met. Parent's views are incorporated into the successful self-evaluation system. Children openly talk to the childminder about their interest and their preferences. These are both taken into consideration when the childminder reviews how successful her service, the impact

this has on children's learning and the effective changes she plans to make.

The childminder has forged positive and well-established partnerships with parents and other settings. Children have attended for long lengths of time as the childminder has cared for siblings over many years. Parents make very positive comments, through written feedback, about the childminder service and the reassuring and friendly service that she provides for their children. Parents receive plentiful information about their child's day, including regular written information about their children's learning and development. Parents are kept well informed about children progress and are part of the process of planning for their next steps of development. The childminder works with local pre-schools and schools as, for example, she uses the topics from the preschool to contribute to planning for children's learning in her setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	560245
Local authority	Essex
Inspection number	872380
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	14/03/2011
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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