

Inspection date	27/02/2014
Previous inspection date	12/01/2009

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

- Children make good progress in their learning because the childminder is confident in her knowledge and understanding of the Early Years Foundation Stage. She competently makes assessments of their development and offers a varied range of activities to support their learning.
- Children demonstrate high levels of independence and curiosity. They have positive attitudes to learning and are helped to gain the skills required in readiness for their progression to other settings and school.
- The childminder has extremely good organisational skills, which ensure that parents are kept well informed about their children's progress and development.
- Children are safeguarded in the childminder's care because she has a very good understanding of child protection procedures and she carries out effective risk assessments, to ensure the indoor and outdoor environment remains secure and that children are kept safe at all times.

It is not yet outstanding because

- The childminder does not take every possible chance to extend children's learning during child-initiated play and this means that on some occasions opportunities are missed.

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 on an outing.
- The inspector spoke with the childminder and the children.
- The inspector took account of parents' views by reading parent feedback.
- The inspector sampled policies and procedures, risk assessments, children's development records and other relevant documentation.

Inspector

Jenny Forbes

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two teenage children in a house in Chelmsford, Essex. The whole of the childminder's house is used for childminding. There is an enclosed garden available for outdoor play. The family has three pet rabbits.

The childminder attends a toddler group and activities at the local children's centre. She visits local parks on a regular basis. She collects children from the local school and pre-school. There are currently twelve children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the use of open-ended questioning techniques to develop further children's thinking and problem solving skills.

Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage and the areas of learning and development. She understands how children learn through the provision of stimulating and imaginative activities and experiences. The childminder provides a good range of interesting and challenging play experiences that gives a broad balance across all areas. Children enthusiastically make choices in their play and learning indoors as they confidently select resources available at child level. There is a good balance of child-initiated and adult-led play experiences. However, there is scope to build on child-initiated play by introducing more open-ended questions to encourage children's thinking and problem solving skills in all areas of learning.

The childminder employs effective systems of observation and assessment to ensure that children's development is monitored and that they progress well. The childminder has high expectations of children, which are based on assessments of their starting points from initial information gathered from parents. The childminder works closely with parents to share ongoing plans for children's next steps in their learning and development. Children's

interests are incorporated into planning. This ensures that children enjoy their learning and are well motivated. Good communication procedures give parents opportunities to understand and learn about the requirements of the Early Years Foundation Stage and support children's learning at home. Effective monitoring and tracking systems and daily interaction ensure that relevant information about the children's progress is continually exchanged. The quality of teaching is good as the childminder gives clear instructions and allows children to develop their skills in their own way and at their own pace.

Children's learning and development are supported in many ways as they bake cakes to take home to their families. Their personal, social and emotional development is promoted as they consider who will share, and be proud of, the results of their baking. The childminder extends children's learning and thinking skills as she asks them to remember the ingredients that go into making their cakes. She introduces vocabulary, which promotes their communication and language development, such as, 'stir', 'mix', 'beat' and 'pour'. Children's physical skills and coordination are supported as they pour the dry ingredients and crack the eggs. They spoon the mixture into the cake cases that they have counted and placed into trays, as they learn to cooperate with each other and take turns. Children learn the skills they will need for school as they follow instructions. The childminder also provides older children with opportunities to learn to recognise letters and numbers and to write their own names, further preparing them for the next stage in their learning.

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

The childminder takes care to ensure that the children's play environment is safe. She ensures that the toys and resources used by the children are suitable and appropriate for their age and stage of development. The childminder knows the children well. She understands their individual personalities and knows how they learn best. The childminder is a good role model as she leads by example, modelling politeness and kindness. Children behave well as the childminder is consistent in her expectations. Their self-esteem is high as they are constantly praised for their achievements. Any negative behaviour is skilfully managed with distraction and gentle persuasion. Children display a great deal of confidence and show that they feel safe, happy and content in the childminder's care.

The childminder effectively assesses risks in her premises and on outings to ensure children remain safe and secure. The childminder works closely with parents to build strong relationships and she offers warm and consistent care to all children. The childminder makes sure that children are emotionally well prepared when they move onto other settings. For example, she makes sure that small children understand why they take older children to school every day. They learn to keep themselves safe as they practise road safety procedures on the journey to and from pre-school and school. The childminder ensures that children are safe as they are always within her sight or hearing. Children build strong relationships with each other and the childminder's family. Younger and older children play together after school and they all take part in creative activities, puzzles and games.

Children with special educational needs and/or disabilities are very well supported as the

childminder ensures their needs are consistently met. Parent feedback shows how highly they value the care she provides for their children. The childminder works with parents to ensure the children receive a healthy balanced diet. She understands that children with special dietary requirements must be protected from foods they need to avoid. This means that children stay safe and healthy. Children are encouraged to manage their own personal needs, such as, using the toilet, washing their hands and putting on their own coats and shoes. Nappy changing is managed discreetly and hygienically. Children exercise in the fresh air when they visit the local park or play in the childminder's garden. They learn how to care for animals when they feed the pet rabbits. Children learn about the world as they make decorated hats when they explore celebrations, such as Chinese New Year.

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

The childminder has a very good understanding of safeguarding and child protection. She has completed safeguarding training and is keen to continually extend her knowledge by attending further courses. The childminder has up-to-date and effective policies and procedures, including a policy restricting the use of mobile telephones on her premises. Her policies are shared with parents and are regularly reviewed. Risk assessments are carried out frequently to ensure that any hazards are minimised or eliminated. This ensures that the childminder's home, both indoors and outdoors, remains secure and that children are kept safe at all times. Fire drills are practised with the children and a well thought out evacuation plan is in place. The childminder employs secure systems of observation and assessment of children's learning and development. She tracks children's development and produces interesting learning journals for each child, which clearly shows their progress. Partnerships with parents are good and they are encouraged to continue their children's learning at home.

The childminder ensures that children are well settled and that she gains enough information from parents about their children in order to effectively support their learning from the beginning. Parents have regular opportunities to assess their own children's progress as the childminder provides learning journals and observation records that are sent home every week. The childminder exchanges information with other settings the children attend to share good practice and ensure continuity of learning. The childminder has links to a variety of professionals, should she need to seek support or signpost parents for appropriate guidance.

Self-evaluation is good because the childminder is ambitious and well motivated to improve her setting. The childminder reflects on her practice as she observes the children and she uses her skills of assessment to identify where changes need to be made to resources, in order to provide suitably challenging activities for children. All actions and recommendations from previous inspections have been addressed and the childminder has undertaken all the necessary mandatory training, including paediatric first aid. She helps the children to produce homemade resources that are interesting and imaginative and she puts a great deal of effort into ensuring that all children, from baby to school age, are fully engaged in worthwhile and meaningful activities that promote their learning. A variety of

activities to support all the seven areas of learning ensure that children are ready for the next steps in their learning and for school.

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. It will be monitored and inspected within twelve months of the date of this 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		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	590108
Local authority	Essex
Inspection number	872383
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	12/01/2009
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, 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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