

Inspection date	07/10/2014
Previous inspection date	16/06/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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 childminder provides children with thoughtfully planned activities that complement their experiences in pre-school. The quality of teaching is excellent. The childminder is responsive to children's interests and ideas and this ensures their ongoing engagement, effectively promoting their learning through play.
- The childminder provides an extremely caring and supportive experience for children. The strong relationships contribute significantly, helping to build children's confidence and feelings of security.
- Partnerships with parents are excellent. They regularly exchange information with the childminder and successfully secure children's well-being.
- The childminder is highly organised and her rigorous procedures are underpinned by extensive training and research. She responds quickly to new information, updating documentation and sharing new details with parents.
- The childminder has excellent safeguarding knowledge secured by regular, in-depth training. This enables her to be alert to possible causes for concern and to be ready to take the necessary action, through appropriate channels, to protect children.

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 talked to the childminder, reflecting on children's learning through play and talked with children at appropriate times during the inspection.
- The inspector viewed areas of the home and garden used for childminding.
- The inspector looked at documentation related to the day to day organisation of the childminding service, including safeguarding, children's progress and self-evaluation.
- The inspector took account of the views of parents from information provided by the childminder in children's records.
- The inspector checked the evidence of the childminder's suitability and her qualifications.

Inspector

Alison Reeves

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children in a house in Newport, Essex. The whole of the home and the rear garden are used for childminding. The family has a rat, chickens and a dog. The childminder attends age-appropriate groups and activities at the local children's centre. She visits the shops, parks and local historical sites on a regular basis. The childminder collects children from a local pre-school. There is currently one child on roll who is in the early years age group and attends for a variety of sessions. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a childcare qualification at level 3 and 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:

- maintain the programme of astute, targeted training as part of continuous professional development, in order to maintain children's high levels of attainment.

Inspection judgements

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

The childminder provides children with a consistently high quality experience. She has expert knowledge of the learning and development requirements and delivers a programme of interesting and inspiring activities. The childminder is very skilled in planning learning experiences that complement what children learn and do at the other settings they attend. As a result, children make rapid progress towards the early learning goals from their individual starting points. The childminder frequently observes children as they play. She uses her precise observations to assess children's current level of achievement and to plan further worthwhile experiences. The childminder provides parents with detailed information about children's learning and progress and this supports learning at home superbly. The childminder chooses to use a learning journal. She keeps it up to date and uses it to give parents terrific insight into children's time with her. The childminder effectively engages parents and they contribute to the assessments by providing her with information about experiences at home. Consequently, the childminder has wealth of details that give a complete picture of the child.

Children demonstrate their enthusiasm for learning and showing others what they know and can do. The childminder uses the outdoors exceptionally well to enthuse and interest children. They enjoy visits to historic woodlands, large houses and farms. This means children who prefer learning outside have a wealth of experiences on which they can build

the foundations for future learning. For example, on a recent walk they collected lots of conkers, children counted and compared them and brought them home to use in further activities. At home, they used a selection of different-sized containers placing the conkers inside and asking others to estimate how many were inside. This promotes children's mathematical skills very effectively. It also helps them to think critically as they handle the container feeling the weight and shake it listen for the sound of the conkers trying to guess if there are a few or lots inside. The activity helps to promote children's communication and language skills very well as they are using a wide vocabulary to describe what they can feel and hear. They talk about them banging together and making sounds. Children compare the conkers, noticing the difference in colour, pattern and size. The childminder's expert teaching supports this well as she uses very effective techniques that gently get children thinking and then exploring and discovering things for themselves. Children pick up leaves and seeds to add to their collection of natural materials. They show great fascination at the intricate patterns created on the leaves by the changing season.

The childminder enhances all aspects of children's learning through play. She shows great interest in what children say and do. Their shared wonder in the world helps children to maintain their interest and curiosity, making them active learners who are keen to explore and follow their own ideas. Children with an interest in technology have effective support because the childminder uses suitable programmes on hand-held devices to extend children's learning further. The activities enable children to explore their creativity and the understanding of the world as they use programmes to draw familiar things, such as a spider on a web or to let their imagination run wild as they draw strange and unusual creatures. These activities help prepare children extremely well for future learning in a school environment.

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

The childminder works alongside parents in close partnership to help children settle in her care. She takes a lot of trouble and time to get to know the children and their families. This enables her to offer very high quality care that meets children's specific needs. The childminder's extremely kind and calm approach helps her to develop the strong bonds that children need if they are to flourish. The close relationships are evident as children seek to involve the childminder in their activities. They delight in her praise, positively beaming with pride when she congratulates them for their kindness, helpfulness or good ideas. This means children become increasingly confident and have a secure sense of belonging. The childminder expertly supports children's move between her setting and pre-school. She talks to children about going to pre-school; they visit and talk about their feelings and expectations. This helps children to work through some of their concerns and to share their excitement and anticipation. She helps children in preparing for being part of a larger group by helping them to acquire the necessary skills that they need to allow them to manage on their own. The childminder takes and collects children, giving her the opportunity to keep up with what is happening at pre-school and continue the ongoing support for children.

Children behave incredibly well. The childminder's consistency approach and gentle

reminders help children to understand the expectations. They develop responsible behaviour, helping with small tasks and managing their belongings. The childminder is an advocate for children's independence; she is thrilled by the children's ability to wash their hands thoroughly before eating and their explanation of how clean hands have no dirt and germs. Her persistent reinforcement of hygiene practices through direct teaching with explanation and the rigorous routines helps children cement their understanding and secure their good health. The childminder makes excellent use of the animals in the home to help children's understanding of how to care for living things and how to prevent cross-contamination. Children like to stroke the dog and take kitchen scraps outside to feed the chickens. These first-hand experiences are extremely valuable and support the childminder's teaching of essential skills and habits that promote their health and well-being.

Children spend lots of time outdoors benefiting from learning in the fresh air. The regular dog walks mean they get lots of exercise as they explore the local countryside. This helps children to build strong bodies and to increase their stamina. Children learn about the weather and consequently about appropriate clothing. They understand about wind and rain as well as the effects of warm weather on their bodies. Children usually bring a packed lunch and the childminder encourages healthy eating. She makes sure she knows about children's dietary needs so that any snacks or baking they do together is suitable. The childminder's family are keen gardeners and they involve the children in planting, growing and harvesting their small crops. This helps enormously in delivering the healthy eating message to children and they are eager to be part of these activities. Children quickly learn about their own safety and that of others. Using equipment for gardening and keeping the dog on the lead when walking along the road both help children to learn about safety and risk. The childminder uses every possible opportunity to talk with children to develop their knowledge of what they can do to protect themselves and others.

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

The childminder has a most extensive and excellent knowledge and understanding of the requirements of the Early Years Foundation Stage. She is in no doubt about her role and responsibility to safeguard children and ensure all of the welfare requirements are met in full. The childminder's safeguarding procedures are based on her comprehensive knowledge, secured and developed through regular training and evaluation. She frequently checks the latest local authority information to ensure the policies and procedures she would follow are up to date. The children are protected because the childminder's robust understanding ensures her ability to take prompt action in the event of her having concerns about a child's welfare. The childminder provides a safe environment for children. She assesses potential risks in the home garden and for outings, identifying the steps put in place to minimise the hazards and protect children. She maintains a log of visitors and has effective policies on the use of technology including, phones, cameras, recording devices and social media. The childminder shares her policies with parents to ensure they understand and are clear about how she operates her service.

The childminder is self-motivated; she systematically reviews her policies and reflects on

her practice. She uses the comments from parents and children to help her shape and refine her already excellent practice. She regularly attends local training to maintain her knowledge and skills to a high level, constantly looking for techniques and ideas to further enhance her practice. She plans to maintain this programme of extremely well-targeted training, so that children continue to achieve the high levels of attainment. The childminder has a qualification at level 3 and this underpins her practice and contributes to the effectiveness of her teaching. She successfully monitors children's progress towards the early learning goals and is alert to any gaps in children's learning taking prompt action to address concern. She reflects on what she offers, always endeavouring to find new ways to promote children's learning through play. The childminder shares her effective practice and has contributed to her local authority early years news magazine.

The childminder works effectively with other providers of the Early Years Foundation Stage where children attend their settings. The very efficient partnerships support children in continuing to make rapid progress in their learning. The childminder makes sure they exchange vital information to ensure they meet children's individual needs. The childminder is established as part of a network of local professional early years providers and advisors. She has an extensive network of professionals that she can call on for training, advice and support. Her commitment to training and development ensure she continues to build on her expertise, which means families benefit from the high quality service available. The childminder has excellent local knowledge and can signpost families to appropriate organisations should they need further support. The childminder's partnerships with parents are extremely successful. She effectively engages and involves parents in their children's development, learning and care. The childminder values their involvement and the insight they bring about their children that help her to shape her teaching for each individual. Parents say they are happy with the service. They are delighted that children are so happy and making such good progress. They say they would recommend the childminder to others. The childminder has many letters from families praising her for her expert care of their children over the last decade.

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	590215
Local authority	Essex
Inspection number	848077
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	16/06/2011
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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