

Inspection date	08/05/2014
Previous inspection date	13/03/2012

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 provides a good range of interesting and challenging activities and resources indoors. She uses these well to teach and provide good play and learning opportunities, which enables children to be independent and make decisions for themselves.
- Children display affection, strong bonds and attachments with the childminder. Therefore, their feelings of safety and security are supported. As a result, children demonstrate good levels of confidence and self-esteem.
- Effective and supportive partnerships with parents enable the childminder gain a detailed knowledge of children's abilities and interests. Consequently, this enables her to provide interesting and appropriately challenging experiences, which support children's good progress in their learning and development.
- The childminder has a secure understanding about her individual responsibility to protect children and keep them from harm. Therefore, children's safety is highly prioritised.

It is not yet outstanding because

- There is room to increase the opportunities for children to experience all areas of learning in the outdoors in order to promote children's learning and well-being further.

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 examined a selection of information and documentation relating to the suitability of adults, children's safeguarding, welfare and developmental progress.
- The inspector spoke to and interacted with the childminder and children throughout the inspection.
- The inspector looked at the environment, resources and equipment provided and how effectively they are used to support children's play and learning.
- The inspector and childminder jointly observed and discussed children's learning and development during a child-initiated activity.

Inspector

Susan Parker

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 19 and 15 years old in Harlow, Essex. The whole of the childminder's home is used for childminding. The rear garden is not currently used for outdoor play so children use local green areas and parks for outdoor play. The childminder attends a toddler group and activities locally. She visits the shops and park on a regular basis. There are currently two children attending, both of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She 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:

- expand the opportunities for children to experience all areas of learning in the outdoor environment in addition to the already good physical activities provided.

Inspection judgements

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

The experienced childminder effectively meets the requirements of the Statutory framework for the Early Years Foundation Stage. She observes and monitors children while they play and successfully assesses their skills against the typical expectations for their age. This information is used to measure children's progress based on their individual starting points. She effectively uses all opportunities to encourage and promote children's communication and language. For example, while playing cars, toddlers say 'eddy' with the childminder expanding the sentence with 'steady, go' as they roll the cars to each other. Children hear and learn new words which expand their vocabulary. This effectively supports their growing language. Children show their independence and understanding as they are asked to get their own bottle if they ask for a drink of milk. They are praised when they return with it; this gives children a sense of achievement and an eagerness to learn. Children are beginning to master their physical skills and abilities as they show they can control a football with either foot. In addition, children regularly participate in a wide range of physically active games in local parks and in the communal green area at the front of the childminder's home. However, the outdoor areas are mainly used just for physical activities. Therefore, there is scope to extend the activities for children in order to enhance their learning further by exploring other aspects of learning outside. Children are making good progress in their personal, social and emotional development. They show that they are independent and easily choose and get their own choice of toys and games within the childminder's home. As a result, children are confident in making decisions

about what and how they play with toys. This promotes children's feelings of being valued and supports their good progress in all areas of learning and development.

The childminder identifies children's next steps in their learning through observing and assessing them regularly. She uses this knowledge to provide further activities which challenge children and support their ongoing good progress. She introduces children to a wide selection of learning experiences and routines which enable children to develop the skills they need to move onto nursery and eventually school. Children regularly spend time with other children as the childminder meets with other childminders regularly. In addition, children regularly visit early years activity groups and settings. This promotes children's confidence in playing and learning in group situations. As a result, children demonstrate good levels of confidence and self-esteem. They are beginning to display positive attitudes towards learning and, as a result, they are effectively gaining the skills to be well prepared for school.

The childminder has established very close working partnerships with parents. They are fully involved in all aspects of their children's learning. She gains detailed information from parents about the children's likes and dislikes, what they can do and what their current interests are. This enables the childminder to provide resources and activities which are based on children's interests and engage their curiosity. As a result, children settle quickly and happily and their ongoing progress is effectively shared. The childminder and parents speak on a daily basis and they share information about children's achievements and milestones in a daily diary. This ensures that information on children's learning and development at home as well as with the childminder is consistent. Therefore, children's good learning and development is successfully promoted.

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

The childminder's calm and consistent approach is successful in supporting children's emotional well-being, confidence and self-esteem. Children show that they have formed strong bonds and attachments with the childminder; they spontaneously give the childminder cuddles and show affection. The childminder responds well to the children and this positively supports children's confidence and feelings of security. Consequently, children are developing a good understanding of behaving safely and acceptably. They freely choose and get for themselves an interesting range of appropriate toys, equipment and resources. This successfully supports their feelings of independence and encourages them to make decisions for themselves. This practice results in children displaying high levels of self-confidence. Children smile and giggle readily, showing that they enjoy their time with the childminder. They are displaying the skills and confidence they need in order to be emotionally prepared to move on to other settings and school.

The childminder works closely in partnership with parents to provide individually tailored settling-in procedures. She gathers detailed information on children's care needs which ensures that their well-being is successfully promoted. The childminder knows the children well and they display confidence and security in her care. Consequently, all children settle happily and quickly. Additionally, the childminder attends medical and hospital

appointments with the children in order to support parents and provide consistency in their care. Children are acquiring a good awareness of managing their own personal needs and awareness of their own safety, relative to their age and understanding. This is due to the childminder's clear guidance and explanations of possible risks or hazards, for example, when walking near roads and using safety straps in the buggy. The childminder further supports children's independence by skilfully holding back and verbally encouraging children to try to do for themselves. This is an effective method of supporting children's independence and self-confidence. As a result, children and toddlers are developing a good understanding of safety.

Children's routines promote good habits which support their understanding of leading healthy lifestyles. They display good skills in their physical development as they regularly explore large equipment and activities which promote their physical skills both indoors and out in the fresh air. Parents provide their children's meals and the childminder ensures that children eat appropriately. The childminder encourages children to think about others as they play and to begin to sort out disagreements between themselves, such as wanting the same toy. She consistently applies gentle reminders and rules to allow children to play in ways they want and understand that this must be safe. As a result, children are able to understand about how to keep themselves safe. Therefore, the childminder provides good care practices and successfully promotes children's welfare and emotional well-being.

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

The childminder has a good understanding of how she protects all children in her care and effectively meets the safeguarding and welfare requirements. She regularly carries out risk assessments within her home and outdoors, which ensures that children can play and explore safely. The childminder has a secure understanding about safeguarding children and she is aware of the procedures to be followed in the event of a child protection concern being raised. Additionally, she ensures that suitable checks are carried out on all adults within her home. As a result, children are effectively safeguarded.

The childminder effectively meets her responsibility to monitor and evaluate the quality of the teaching and learning that she provides. Good partnerships with parents and regular information sharing ensure that she can effectively monitor and evaluate children's ongoing progress across all seven areas of learning. Consequently, she successfully provides a good quality learning environment indoors and activities are well matched to children's individual interests and needs. The childminder has many years of experience and she continues to update her knowledge and training in order to maintain the good levels of care and teaching she provides.

Partnerships with parents are successful because the childminder liaises with them to enable them to actively contribute to their children's learning and development. Written references and comments from parents are very complimentary and show that they value the service that the childminder provides for their children. Currently, no children attend any other early years settings. However, the childminder is fully aware of the requirement

to establish links to ensure that all adults work together to provide a consistent approach in children's learning. The childminder regularly evaluates her early years practice through seeking the opinions and views of local early years advisers, parents and children. As a result, she has a clear understanding of the quality of her early years provision and is keen to continually improve the service 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	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	EY246463
Local authority	Essex
Inspection number	891484
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	13/03/2012
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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