

Inspection date	28/05/2014
Previous inspection date	22/12/2008

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

- Children have established very strong bonds and secure attachments to the childminder. This is extremely successful in supporting children's feelings of security and emotional well-being.
- Safeguarding arrangements are secure, with the childminder displaying a clear understanding of her responsibilities and taking effective steps to ensure children are always kept safe while in her care.
- Teaching is good, the childminder fully understands how to promote children's learning and has high expectations for their achievement. As a result, children are making good progress.
- Effective partnerships with parents give the childminder a detailed knowledge of children's abilities and interests. This ensures that she provides interesting and appropriately challenging experiences to promote children's good progress in their learning and development.

It is not yet outstanding because

- There is room to increase the opportunities for children to participate in group learning situations, in order to further prepare them for their eventual move on to nursery and school.

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

Inspector

Susan Parker

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and adult daughter in Harlow, Essex. The play room, one bedroom and bathroom on the ground floor are used for childminding. There is a secure garden available for outdoor play. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. There are currently four children attending, two of whom are in the early years age range. Children attend for a variety of sessions. The family has a dog, two cats and a lizard as pets.

What the setting needs to do to improve further

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

- expand children's readiness for moving on to nursery and school by providing them with further experiences of learning and playing in group situations.

Inspection judgements

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

The childminder has a secure understanding of the Early Years Foundation Stage. She actively seeks information and knowledge to support her delivery of the learning and development requirements. The childminder conducts regular observations on each child and these are effectively used to measure children's progress through assessment. She uses all opportunities to promote children's language at all times. For example, as children are engaged in playing with dolls, the childminder talks to them about what they are doing; they talk about the battery-operated workings of a speaking doll and what the dolls will wear. Children show their good knowledge of vocabulary as they call the dolls' hat a 'bonnet'. The childminder uses appropriate and timely interventions which enable children to explore and learn safely. For example, children are reminded to move the drawing from the floor in case they slip on it. Children respond well, tidying away responsibly. The childminder's clear explanations enable children to understand safe and sensible behaviour. The childminder provides a wide range of interesting and exciting activities which support children's good progress across the prime and specific areas of learning. They regularly play in the garden, visit the park and play areas to extend and master their physical skills. They examine and learn about the different bugs which inhabit the bug house in the garden, learning about nature, the seasons and weather. Children display good levels of confidence and independence as they choose and access any of the toys and activities they want to explore. All children are making good progress in all areas of learning and development. They are displaying positive attitudes and dispositions to learning; consequently, they are effectively prepared for school. However, currently children do not attend pre-school activity groups to enable them to get used to learning in

group situations. This means that their confidence within larger social groups is not maximised.

Children's individual next stages in their learning and development are clearly identified through the childminder's regular observations. These are used effectively to plan future challenging activities which are based on children's interests and enable them to extend their understanding and learning. Children's physical development is well-promoted as they are encouraged by the childminder to use a range of resources and equipment in the garden and in local parks where they learn to climb, jump and run safely.

Partnerships with parents are effective because the childminder encourages them to take an active role in their child's learning. She effectively gains detailed information from parents, which enables children to settle quickly and their ongoing progress is regularly shared. Parents and the childminder speak on a daily basis and share information and observations included in the children's learning journeys. This enables parents to actively participate in their children's progress by sharing what their children do at home and discuss their children's achievements to plan their next stage in their learning and development. Consequently, children's learning and development is successfully promoted due to communication and consistency between the childminder and parents.

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

The childminder effectively supports children's emotional well-being, confidence and self-esteem. They show that they have formed strong bonds and attachments with the childminder; they impulsively go to the childminder for cuddles and they show how affectionate they are towards her. The childminder uses calm and consistent teaching methods which successfully promote children's learning and feeling of security. Consequently, children display a good understanding of behaving safely and in an acceptable manner. Children's free choice is supported as they are encouraged to select and get for themselves appropriate equipment, toys and resources. This is effective in promoting their independence and encourages them to make decisions for themselves. This effectively results in children displaying high levels of self-confidence. Children smile and laugh frequently showing that they enjoy their time with the childminder, freely exploring and learning in the well-resourced environment. They display the skills and confidence to show that they are emotionally well-prepared to move on to other settings and school.

The childminder works closely with parents to provide individually tailored settling-in procedures. She is able to gather detailed information on children's care needs and ensure that their well-being is effectively supported. Children gradually become familiar with the childminder and her setting which promotes their confidence for when they are left for the first time. The childminder clearly knows each of the children well and they show that they are confident and secure in her home. Consequently, all children settle happily and quickly. The childminder provides an interesting range of experiences and activities, which enable children to gain the confidence, skills and independence they need to be ready to move on to other early years settings and schools. Children are gaining a good awareness

of managing their own personal safety, relative to their age and understanding, because the childminder gives gentle guidance and explanations about looking out for hazards. The childminder further supports children's independence by skilfully holding back and verbally encouraging children to try to do things for themselves. This effectively supports children's high levels of independence and self-confidence. As a result, children display a good understanding of safety.

Children are developing good habits and hygiene routines which support their understanding of how to lead a healthy lifestyle. They regularly use large equipment and participate in fun activities which promote their rapidly developing physical skills both indoors and out in the fresh air. The childminder and children harvest fruit from the garden's apple, pear and plum trees. Children participate in growing fruit and vegetables, such as, tomatoes and strawberries. This enables them to gain hands-on experiences of nature and adopt a good attitude to healthy eating. Consequently, 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 successfully meets the safeguarding and welfare requirements and she has a clear knowledge and understanding of how she protects all children in her care. The childminder carries out regular risk assessments within her home and outside which ensures that children can play and explore safely. She demonstrates a secure understanding about safeguarding children and she is fully aware of the procedures she will follow in the event of a child protection concern being raised. Additionally, the childminder ensures that suitable checks are carried out on all adults within her home. As a result, children are effectively safeguarded.

The childminder effectively monitors and evaluates the quality of the teaching and learning that she provides. She works closely with parents to regularly assess children's ongoing progress across all seven areas of learning. As a result, she successfully provides a high quality learning environment and interesting activities that are well matched to children's individual needs and interests. The childminder is an experienced early years practitioner and she continues to seek to update her knowledge and training in order to maintain and improve the high levels of care and teaching she provides.

Established partnerships with parents are effective, the childminder works closely with them to enable them to actively participate in their children's learning and development. Information on children's achievements at home and in the setting is combined in the children's assessments which effectively show how well the children are progressing in different environments. None of the children currently attend any other early years provision. However, the childminder is fully aware of the need for good links with all adults involved in the children's lives. She regularly evaluates her early years practice through seeking the opinions and views of parents and children. As a result, she has a clear picture of the quality of her early years provision and is keen to continually improve the service

that 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	EY288438
Local authority	Essex
Inspection number	906806
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	22/12/2008
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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