

Inspection date	20/10/2014
Previous inspection date	14/01/2009

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

- The childminder's quality of teaching is good. She has a secure understanding of how children learn and provides activities that are tailored to children's individual needs and interests. As a result, children make good progress.
- The childminder forms warm, caring bonds with the children. They feel safe, secure and respected by the childminder. Consequently, children thrive in her care.
- Children are protected from harm. The childminder can identify the signs and symptoms of abuse and knows the appropriate action to take if she has concerns about a child.
- The childminder has built up successful partnerships with parents. Parents regularly contribute to children's learning and development. As a result, children's learning is supported at the childminder's and at home and they make good progress in their learning and development.

It is not yet outstanding because

- The childminder does not always share full information with other settings children attend to provide consistency in their learning and to help them to achieve the best possible progress.
- The childminder does not always provide opportunities for children to have free access to a range of craft materials so they can further develop their creativity, imagination and craft skills.

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 indoor and outdoor learning environments.
- The inspector held discussions with the childminder about the children's progress and achievements and viewed the children's development records.
- The inspector saw evidence of the suitability and qualifications of the childminder, her self-evaluation, risk assessment and policies and procedures.
- The inspector viewed parent feedback obtained by the childminder prior to inspection.

Inspector

Daniella Tyler

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 13, 11, and two years, in a house in Chelmsford, Essex. The whole of the ground floor, the upstairs bathroom and the rear garden are used for childminding. The family have fish as pets. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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:

- build on opportunities children already have to create their own pieces of artwork by providing a range of resources and materials they can choose freely to further develop their creativity, imagination and craft skills
- strengthen relationships with other early years settings and schools children attend to establish highly effective partnerships that meet children's needs exceptionally well.

Inspection judgements

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

The childminder's quality of teaching is good; she has a good knowledge and understanding of how children learn. She uses her knowledge to provide the children with an exciting and stimulating environment where they are eager and motivated to take part in activities. For example, children have access to a cosy book area, a range of construction toys and pretend play resources with babies, prams and other household items. The childminder demonstrates that she enjoys the children's company and plays an active role in activities. As a result, they show high levels of engagement and make good progress. The childminder obtains detailed information in partnership with parents on entry and uses this to inform an initial assessment for children. As a result, children are challenged early on in their learning. The childminder regularly observes children in their play. She creates next steps for children in learning and incorporates them into activities that are tailored to their individual needs and interests. Consequently, children are enthusiastic to learn new skills and make good progress.

The childminder prepares children for the next stage in their learning including the move to primary school. She provides a language rich environment that develops their communication and language skills. For example, the childminder regularly narrates children's play and uses a wide range of words to develop their understanding of language. The childminder displays letters and words and encourages children to recognise letters and learn to understand that print carries meaning. The childminder regularly counts in children's play, and starts to develop their understanding of values and numbers. For example, she supports the children to understand how many pieces of fruit they will have left if they take one away. The childminder provides them with craft materials and resources. However, on occasions activities are too prescriptive and children have fewer opportunities to develop their creativity and imagination skills. For example, during a card making activity children are given the card and stickers, and are not able to access a range of materials so they can make choices about what they would like to make. The childminder supports children's physical development. Children enjoy dancing to music from a range of technologies, such as, musical books and the radio. Children also develop their small physical skills. For example, when decorating cakes they mix icing sugar in bowls with spoons.

The childminder has formed strong, successful partnerships with parents. Parents regularly contribute to children's learning through the daily diary system. They share observations with the childminder what they know their children are learning at home. The childminder regularly shares children's progress with parents and provides them with ideas for activities they can complete at home. As a result, children's learning is consistent and supports them to make the best possible progress. Parents comment that they are pleased with the progress their children have made since attending the childminder's home.

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

The childminder forms strong, caring bonds with the children. She is in tune with children's emotional needs and supports them well. The childminder provides a well-resourced environment where they enjoy accessing a range of toys. As a result, children build their own confidence and self-esteem as they make choices in their play. The childminder provides settling-in sessions for the children and obtains information about their care needs on entry. As a result, children's needs are well met and they experience a smooth move from home. The childminder provides a range of resources to support children with the move to school. She regularly talks to children about what to expect in the school environment and children attend the daily school run with her. As a result, children are emotionally prepared for the move to reception.

The childminder supports children to understand the importance of good hygiene. For example, when washing their hands children say they are 'Washing away the germies'. Parents provide children's food. The childminder ensures that food is kept cool and is safe for the children to eat. The childminder obtains information about children's allergies and dietary requirements on entry and ensures that children only eat food that is suitable for them. The childminder promotes a healthy lifestyle with the children. They regularly use the garden and go on daily outings to the park, farm and walk to the school. Children have opportunities to develop their independence skills. They dress themselves, wash their

hands and access the toilet independently.

Children's behaviour is managed well by the childminder. She sets clear boundaries in place so children understand what is expected from them. The childminder regularly praises children for their achievements, and displays photographs in her home of them taking part in activities. As a result, children feel valued and take pride in their accomplishments. Children learn to understand how to keep themselves safe. The childminder reminds children when they are about to do something unsafe so they can start to understand the consequences of their own actions. The childminder encourages the children to develop their social skills and play cooperatively with other children. For example, when children are playing with some soft balls and they disagree she encourages them to share the balls with each other.

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

Children are protected from harm. The childminder understands the safeguarding and welfare requirements well and implements them effectively into her practice. She can identify the possible signs and symptoms of abuse and the appropriate action to take if she has concerns about a child. The childminder risk assesses the environment and carries out daily checks to ensure the safety of the children. She regularly checks for hazards throughout the day and takes all appropriate steps to reduce or remove them. As a result, children are kept safe in her care. All adults who live on the premises have Disclosure and Barring Service checks in place, indicating they are suitable to live on the premises where childcare takes place. The childminder holds a current paediatric first-aid certificate ensuring the children are protected in the event of an accident.

The childminder monitors her educational programmes well. She tracks children's progress to identify any gaps in their learning and provides timely support. As a result, all children make good progress. The childminder's self-evaluation accurately highlights her strengths and areas for improvement and includes the views from parents, children and other professionals. Builders are currently building an extension of the childminder's property so the children will have a play room with easily accessible activities and resources. The childminder would like to continue developing her knowledge by attending a sign language course. She understands the positive impact this on her ability to further support the communication skills of the children in her care.

The childminder has formed successful relationships with parents. They play an active part in their children's learning and regularly contribute observations of what they know their children are learning at home. Parents comment that they are extremely happy with the level of care their children receive and would highly recommend the childminder to other parents. The childminder shares some information with settings and schools about the children she cares for. However, these relationships are not fully explored to enable her to support children to achieve the best possible progress.

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	EY298951
Local authority	Essex
Inspection number	856474
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	14/01/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

