

Inspection date	03/10/2014
Previous inspection date	27/01/2009

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 provides an exciting and stimulating environment for the children to explore and learn through play. As a result, all children make good progress.
- The childminder is very attuned to children's emotional needs and forms warm, affectionate bonds with them. As a result, children thrive in her care, they are happy, feel secure and are confident to explore their surroundings.
- The childminder has formed strong relationships with parents. Her caring and supportive approach has allowed her to provide children with consistency in their care and learning. As a result, all children make good progress.
- Children are protected from harm as the childminder can identify the possible indicators of abuse and the appropriate action to take if she has concerns about a child.
- Children benefit as the childminder is committed to continually developing her practice.

It is not yet outstanding because

- The childminder does not consistently provide children with opportunities to respond to questions, to further develop their communication, language, and thinking skills through their play.

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 checked evidence of the suitability and qualifications of the childminder, her self-evaluation, risk assessments 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 two children, aged 20 and 11 years, in a house in Colchester, Essex. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The family have two dogs as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently three children on roll, all 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, Tuesday, Thursday and 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:

- build on already good teaching methods by allowing children more time to respond to questions, to further develop their communication, language, and thinking skills.

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 of how children learn. The childminder uses this knowledge and understanding to provide varied and exciting educational programmes for children. As a result, children are motivated and excited to learn and all children make good progress. The environment is stimulating and a range of resources help to develop children's imagination and creative skills. For example, children have regular opportunities to access a range of craft materials, such as, malleable dough, dressing-up clothes and a story book area. The childminder carefully observes children in their play. She uses this information to track children's progress and plan activities for them that will challenge them in their learning. As a result, children progress well in line with their age and stage of development. The childminder obtains information from parents, on entry, about what children can do. She uses this information, along with her own observations, to form an initial assessment for the children. As a result, children are challenged in their learning right from the start.

Children are well prepared for the next stage in their learning. They learn key skills for the move to primary school. Children develop their literacy skills as they learn to access books for pleasure, and notice and repeat the written words in their environment. The childminder incorporates mathematics into play activities. For example, as the children make balls of dough, and call them cherries, she encourages them to count how many

they have. Children develop their communication and language skills. However, on occasion, during activities, the childminder does not allow children enough time to think and respond to her questions. As a result, opportunities to support children's communication and thinking skills are not maximised. Children develop their understanding of the world as they take part in planting and growing herbs, and look for insects in the garden with magnifying glasses. Children's information technology skills are supported with the provision of electronic toys and devices which they operate with increasing skill and accuracy.

The childminder has built really positive relationships with parents. Parents regularly contribute information to children's development records, in the form of observations, photos and videos. The childminder regularly shares children's progress with parents and incorporates their ideas and views into children's next steps in learning. The childminder regularly has discussions with parents about how they can support their children's learning and development at home. She provides them with activities and resources they can use to provide children with consistency in their learning. Parents comment that their children really benefit from the advice and support the childminder has given to them.

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

Children form secure attachments to the childminder and she is attuned to their emotional needs. Children are well-settled and happy. A range of resources are available for children to access freely. As a result, they build their self-esteem and are confident to explore the environment. The childminder obtains a wealth of information from parents about children's care needs before they start. She visits the children in their own homes and has indepth discussions with parents about the best way to support the children's care needs. Children also benefit from the relationships the childminder forms with the children's extended families. As a result, children's emotional well-being is well supported and they experience a smooth move from home. The childminder regularly attends local toddler groups with the children. As a result, children develop their social skills as they interact with other children and adults. Parents comment that they are very happy with the level of care their children receive.

The childminder provides children with healthy snacks and home-made meals. Children are able to choose their snacks using picture cards of the food they would like, and the childminder talks to children about what food is good for them. As a result, children learn to make informed decisions about their health. Children play in the large garden and take regular trips to the park and local shops so their physical health is supported and promoted by the childminder. Children learn good manners as the childminder prompts them to say words, such as please and thank you. Children develop their independence. For example, they are encouraged to feed themselves, put on their shoes and wash their hands. Children's behaviour is positively managed by the childminder. She regularly praises the children for good behaviour and works in partnership with parents to provide children with consistency. Children learn to manage risk as they climb on the large play equipment in the garden. Children regularly take part in emergency evacuation procedures so they learn how to keep themselves safe in an emergency.

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

The childminder takes her role seriously with regard to protecting children from harm. She has a good understanding of the safeguarding and welfare requirements and implements them effectively into her practice. The childminder can identify the possible indicators for abuse and neglect, and is confident about the appropriate action to take if she has concerns about a child. She has recently updated her knowledge by attending specific safeguarding training. The childminder has good policies and procedures in place to protect children's safety. She regularly assesses risks in the environment and carries out daily checks to ensure it is safe for children. The childminder's premises are secure so that no-one can enter or leave the premises unsupervised. All adults who live on the premises have Disclosure and Barring Service checks in place to verify their suitability.

The childminder's thorough self-evaluation highlights her strengths and areas for improvement and includes the views of parents, children and other professionals. A particular strength is the positive and supportive relationships she builds with parents. The childminder intends to make improvements to the planning of activities and has recently attended a training course to help her develop this. The childminder's comprehensive action plan for professional development shows her commitment to continually developing her practice. She understands the positive impact this will have on children's learning and development. The childminder monitors her educational programmes to ensure they are varied and give children exciting learning opportunities. She regularly tracks children's progress to identify any gaps in children's learning so she can provide them with additional support in a timely way. As a result, all children make good progress.

The childminder has formed positive relationships with parents. She regularly seeks parents views on her service and parents comment that they would recommend the childminder to other parents. The childminder has formed good relationships with local schools and pre-schools. She shares information with them about children's development to provide the children with consistency in their learning and care needs. The childminder regularly attends cluster meetings with other providers, where she shares ideas about good practice. She has also formed good relationships with local childminders. They meet up regularly with the children, and by themselves, to support each other in their work. The childminder has also formed good partnerships with the National Childbirth Trust. She attends their regular toddler groups and builds her knowledge in order to support parents.

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	EY307635
Local authority	Essex
Inspection number	861938
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	27/01/2009
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

