

Inspection date	23/09/2014
Previous inspection date	20/05/2011

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 stimulating and engaging environment with a range of resources and activities. As a result, children are excited and motivated to learn.
- The childminder has developed good communication with schools. As a result, she is able to build successfully on children's prior learning because both settings share relevant information about what children know and can do.
- Children form really positive bonds with the childminder. As a result, they feel safe, secure and happy in her care.
- The childminder places a high importance on developing children's awareness of their own safety. Therefore, children learn to manage risks for themselves.
- The childminder has a good understanding of safeguarding issues. She is aware of the possible indicators of abuse or neglect and knows what action to take to keep children from harm if she has concerns about their welfare.
- The childminder has a strong commitment to ongoing improvement. Her regular self-evaluation helps her to identify and prioritise where the quality of the provision has room for development.

It is not yet outstanding because

- Children are not always fully supported to develop their independence.

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 inside and outdoors and accompanied the childminder on the school run.
- The inspector held discussions with the childminder about the children's progress and achievements, and viewed their 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 spoke to parents and viewed parent feedback, obtained by the childminder prior to inspection.

Inspector
Daniella Tyler

Full report

Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged 15 years, in a house in Stanway, Essex. The whole of the ground floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis, and collects children from the local schools and pre-schools. There are currently five children on roll, one of whom is in the early years age group and attends 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 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 further on the opportunities children have to be independent, for example, by encouraging them to put on their own shoes and help to clear the table.

Inspection judgements

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

The childminder provides an exciting and stimulating environment for children. This is achieved through the provision of good quality and interesting resources that support children to develop their creativity and imaginative skills. For example, there is a cosy book area, a range of pretend play costumes, games and construction toys, which are all neatly stored and clearly labelled. Children enjoy their time at the childminder's home. The childminder takes an active role in activities and demonstrates that she enjoys children's company. The childminder implements the learning and development requirements well. The childminder engages children in conversation and they excitedly talk to her about their school day and the activities they would like to take part in. The childminder plans activities and provides resources based around children's interests. She regularly obtains children's feedback using simple questionnaires. As a result, children's individual needs known and are met very well.

The childminder uses a buddy book for younger children. In these, she documents observations, photos and discussions with parents and other professionals about children's development. The childminder uses this information to plan activities that will challenge children and enable them to make good progress. She also obtains information from parents when children first start. She uses this, along with her own observations, to form an initial assessment of their capabilities. As a result, she provides children with activities that challenge them and help them to make good progress early on. The childminder

complements the skills children are already learning at school, for example, children's literacy skills are effectively promoted. The childminder provides a range of fiction and non-fiction books, and sits and reads with the children regularly. Children's mathematical skills are developed as the childminder regularly counts with them in their play. For example, she encourages them to work out how much malleable dough they need when making dough hair for dolls. Children develop their small and large physical skills, such as when they manipulate malleable dough with their fingers and play basketball in the garden. As a result, children are helped to develop the key skills they need in the school environment.

The childminder has good relationships with parents. She discusses children's progress with them and updates them daily on activities they have taken part in. Parents regularly contribute to the children's buddy books with photos and observations of what they know their children are learning at home. The childminder provides parents with ideas for activities they can do with their children at home, to further support their learning. She works closely with the school and parents, sharing information so children's needs are consistently supported and promoted. Parents comment that they are really pleased with the range of activities and resources provided for their children.

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

The childminder forms strong, caring bonds with children. They say that the best thing about coming to the childminder's is the childminder herself. The childminder provides a range of exciting activities and resources that are easily accessible to children. They are also provided with photos of extra resources they can choose from that are stored in the garage. As a result, children build their self-esteem and confidence as they make their own choices. The childminder prepares children for the move to primary school. She regularly talks to children about attending school and about how they are feeling. The childminder provides settling-in sessions for children and parents and obtains information about children's care needs before they start. As a result, children experience a smooth move from home and into reception class. The childminder is mindful of children's dietary requirements and allergies. Children who have allergies are provided with a care plan and their needs are risk assessed to ensure they are kept safe and well.

The childminder supports children to understand the importance of a healthy lifestyle. Children are provided with healthy snacks, such as fruit and salad vegetables. Children regularly play balls games in the garden and visit the park. As a result, children take part in regular physical exercise. Children are well behaved and respond well to the childminder's boundaries. They learn good manners, as they say please and thank you when asking for things. To some extent, the childminder supports children to be independent, for example, children help to prepare their snack and pour their own drinks. However, children are not always supported to do things for themselves, such as they are not always encouraged to put on their own shoes and help clear the table after eating.

Children form positive relationships with each other and learn to play cooperatively. Children develop their social skills well. When meeting new people they say hello and

shake hands. The childminder supports children to learn about and understand how they can keep themselves safe. For example, she ensures children follow stop, look and listen rules when crossing the road. Children regularly take part in emergency evacuation procedures, so that they learn how to keep themselves safe in an emergency.

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

Children are protected very well from harm. The childminder has a good knowledge of the safeguarding and welfare requirements and implements them effectively. She can identify the possible signs and symptoms of abuse and knows the appropriate action to take if she has concerns about a child. All adults who live on the premises have Disclosure and Barring Service checks in place. The childminder carries out risk assessments and complete daily checks of the environment to ensure that it is safe for children. In addition, she regularly reviews these to identify any new hazards and takes appropriate steps to minimise, reduce or remove the risks to children's safety. The childminder holds a current paediatric first-aid certificate, which means that she has the knowledge and skills to treat children appropriately following minor accidents.

The childminder has a positive attitude towards continually developing her practice. The childminder's self-evaluation clearly highlights her strengths and areas for improvement. A particular strength is the stimulating, free-flow play environment she provides for children. The childminder plans to build on her partnership with parents by obtaining regular feedback in the form of questionnaires to help her continue to improve. The childminder has a successful action plan in place for her professional development. She plans to attend fire safety training and understands the positive impact this will have on children's safety. The childminder carefully monitors the educational programme to ensure that all areas of learning are covered and that children make consistently good progress towards the early learning goals. The childminder has addressed all the previous actions set at her last inspection. The childminder now assesses children's abilities and progress well. As a result, she is able to identify areas where they need extra support and to provide it in a timely way so all children make good progress.

Children benefit from the successful partnerships the childminder has with parents. She regularly speaks to parents about children's learning, development and care. She has daily discussions on how they can work together to support children's individual needs. Parents comment that they would happily recommend the childminder and have done so in the past. The childminder has formed successful partnerships with the schools. She regularly shares information with teachers about children's learning so children experience consistency and make good 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	EY340673
Local authority	Essex
Inspection number	960468
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	20/05/2011
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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