

Inspection date	22/09/2014
Previous inspection date	18/03/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder's quality of teaching is superb. She has an excellent knowledge of how children learn and provides exciting, stimulating activities that are very well matched to their needs and interests. As a result, all children make exceptional progress.
- The childminder's robust assessment methods are sharply focussed and accurately highlight children's individual needs. As a result, children are continually supported to make rapid progress in their learning.
- The childminder forms exceptional, caring bonds with the children. As a result, children demonstrate that they feel secure, happy and explore the environment with confidence.
- Children's safety is central to everything that the childminder does. She can identify the possible signs and symptoms of abuse and the action to take if she has a concern about a child. Therefore, children are kept very safe.
- The childminder's highly successful strategies engage all parents in their children's learning. As a result, children's learning and development are consistently supported between home and the childminder, so they continue to make excellent progress.
- The childminder has a highly positive attitude to developing her practice. As a result, children benefit from the continuing enhancements she makes to their learning and development.
- The childminder has built up highly successful partnerships with other professionals. She regularly shares information to provide consistency for children and to develop her already superb practice.

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 children's progress and achievements and viewed their development records.
- The inspector saw evidence of suitability and qualifications of the childminder, self-evaluation, risk assessment 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 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 12 and eight years in a house in Tiptree, Essex. The whole of the ground floor and the rear garden are used for childminding. The family has a dog, two cats, fish and a bearded dragon 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 14 children on roll, eight of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years. The childminder provides early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- build on the already exceptional practice to help children understand why it is important keep themselves healthy and well during the daily routines they follow, such as talking about germs and why they wash their hands.

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 outstanding. She provides a highly-stimulating environment where children are excited to learn through play. The childminder has an excellent knowledge and understanding of how children learn. She uses this knowledge to support children to develop their creativity and imaginative skills. This is achieved through the excellently thought out activities and stimulating and exciting resources. For example, a mud area with pots, pans and scoops, a cosy book area, tents and dens, a sand pit and water play. As a result, children are highly engaged and motivated to learn. The childminder plans activities around children's individual needs and interests. She has superb systems for observing children's development and uses her observations exceedingly well to accurately identify their next stages of learning. She obtains detailed information from parents about children on entry. The childminder uses this information along with her own observations of children to form a very detailed and accurate initial assessment of their capabilities. Therefore, children are challenged very early on in their learning and all children make rapid progress. The childminder's planning is detailed and purposeful. Activities not only cover all seven areas of learning, but are also focused to include superb experiences, which enable children to move forward in their development. All children are challenged through the childminder's sharp focus on their capabilities and

understanding.

Children are exceptionally well prepared for the next stage in their learning, including the move to primary school. They are provided with an extensive range of resources to develop their literacy skills. For example, pens, chalks, magnetic drawing pens and letters and words are displayed in the environment. The childminder also provides children with a superb range of non-fiction and fiction books, so children learn to read for pleasure. Children enjoy sitting in the cosy book area as well as regular trips to the library, to borrow books. The childminder successfully incorporates mathematics into her activities. For example, children begin to recognise the numbers on the wooden bricks. They also use mathematical language when filling up pots with mud. Children are encouraged to calculate how much more is needed to fill up the pots. As a result, children make rapid progress towards the early learning goals, ready for school. Children's communication and language are promoted exceptionally well. The childminder talks to children at their level and repeats the words they say. She introduces different words, so they start to develop and build on their already very good language acquisition. Children develop their understanding of the world and how things grow and develop. For example, when children become interested in a pumpkin, they are highly engaged and ask, 'Can we cut it open?' They talk about the pumpkin feeling 'sticky and slimy' and are encouraged to see what it smells like. Children's physical skills are promoted. They demonstrate very good coordination when throwing and catching a large ball. Children develop their smaller physical skills when they squeeze paint bottles and grip pencils.

Children enjoy their time at the childminder's home. The childminder plays an active role in the activities and demonstrates that she absolutely enjoys the children's company. The childminder has excellent relationships with parents. She uses an online software system to record all of the children's learning and development. Parents have access to this and regularly contribute to their children's assessment records with photographs and observations they have made at home. Parents complete activities suggested by the childminder to support children to make very good progress towards their next steps. Parents comment that they are very happy with the fun range of activities and resources provided for children.

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

The childminder forms exceptional, caring bonds with the children. Children demonstrate that they feel happy, safe and display high levels of confidence. The environment is excellently resourced and highly stimulating. Resources are at children's height and are clearly labelled with words and pictures. As a result, children build their self-esteem and confidence as they make choices and explore the environment. The childminder knows the children's likes and dislikes extremely well. This enables her to always be considerate of how children may be feeling and tune in with them emotionally. The childminder obtains a wealth of information from parents when children first start about their likes and dislikes. She uses this information, along with settling-in sessions, to provide a warm, welcoming environment. As a result, children feel comfortable in their surroundings and experience a smooth move from home. The childminder provides parents with a daily diary and

regularly shares information with other settings children attend. As a result, children experience high levels of consistency in their care and feel safe and secure. Parents comment that they are extremely happy with the level of care their children receive. Children develop very well socially as they regularly attend toddler groups and other social occasions where they form relationships with other children and adults. The childminder regularly meets up with other childminders and children become familiar with them. As a result, children feel comfortable when they attend alternative care in an emergency or the childminder's own holidays.

The childminder provides children with superb opportunities to be independent. For example, children dress themselves, pour their own drinks and access the toilet independently. The childminder supports children to understand the importance of a healthy lifestyle. Children are provided with healthy home-made food and snacks. They regularly take part in physical exercise, including regular trips to the gym club. Children learn to use equipment, such as balance beams and trampolines. Children's good hygiene is superbly promoted by the childminder. They wash their hands after going to the toilet and touching the animals. However, there is opportunity to build on this already exceptional practice by helping children to understand how to keep themselves healthy. For example, by talking about germs on their hands and why it is important to keep them clean.

Children learn excellent manners, such as they ask, 'please may I have a jug?' They behave exceptionally well and respond well to the childminder's boundaries. The childminder helps children to learn important social skills, such as tidying up the toys when they have finished playing. Children learn to share and play cooperatively with each other. For example, while they take part in a painting activity, they say things, such as 'Would you like the red paint?' Children learn 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. For example, when children crawl underneath the table, she reminds them to be careful when they crawl out, so they do not hit their head. Children regularly take part in emergency evacuation procedures, so they learn to understand what to do in an emergency.

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

The childminder has an excellent understanding of the safeguarding and welfare requirements and implements them in a highly effective way. Children are superbly protected from harm. The childminder can identify the possible signs and symptoms of abuse and the appropriate action to take if she has concerns about a child. All adults that live on the premises have Disclosure and Barring Service checks in place and are suitable to live on the premises where childcare takes place. The childminder carries out regular risk assessments of her home and outings to ensure that the environment is extremely safe. The childminder routinely observes the environment and identifies any new hazards and reduces or removes them. As a result, children are kept very safe. Children are protected in the event of an accident as the childminder holds a current paediatric first-aid

certificate. She regularly reviews accident forms to identify any recurring hazard and then takes prompt action to minimise, reduce or remove the risk to children's safety. The childminder obtains permission from parents before administering medication. Also, medication is stored appropriately and safely out of children's reach.

The childminder strives for excellence. Her self-evaluation accurately highlights her strengths and areas for improvement. She has booked onto a cooking course to further develop her skills in encouraging children to try new foods. The childminder also plans to add a water wall and pictures of insects to provide children with more opportunities to explore the outdoor environment. The childminder has an astute and targeted programme of professional development. She has recently updated her safeguarding, first-aid and food hygiene training. The childminder plans to attend training on children's behaviour. She understands the positive impact this aims to have on her practice and children's development. The childminder has an excellent understanding of her responsibility to meet the learning and development requirements. As a result, she delivers excellent educational programmes that are exciting, stimulating and motivate children to learn. The childminder uses an online software system to record children's progress and achievements. This assists her in making assessments of children are precise and sharply focussed. Therefore, she quickly identifies gaps in children's learning and provides them with accurate support. As a result, all children make exceptional progress.

The childminder has formed excellent relationships with parents. Parents regularly contribute to children's learning and their feedback is regularly sought by the childminder in the form of questionnaires and discussions. The childminder has formed highly-successful partnerships with schools. She regularly shares information to ensure that children's learning is consistent as they move into the Reception Year. The childminder has superb partnerships with local settings and works collaboratively to provide consistency in children's learning and care needs. She also has formed partnerships with health professionals and external agencies to support children with their health and development. The childminder regularly invites them to attend her home to visit the children. She has formed successful relationships with other childminders. She regularly meets to share ideas about good practice and new activities. As a result, children's needs are quickly identified and exceptionally well met through these highly successful partnerships.

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	EY357254
Local authority	Essex
Inspection number	849537
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	18/03/2011
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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