

Inspection date	21/11/2012
Previous inspection date	27/04/2009

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		1
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

- There is a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves.
- The childminder is well-informed and has a good knowledge of the requirements of the Early Years Foundation Stage, child development and the areas of learning, which translates effectively into practice.
- The childminder consistently gives the highest priority to the safety of the children. Even young children have a good understanding of how to keep themselves safe and healthy.

It is not yet outstanding because

- The childminder provides fewer opportunities for children to understand the world with particular regard to exploring and investigating natural materials and household items.
- Systems to engage all parents in their children's learning are not fully embedded.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 taking place in the sitting room and dining area.
- The inspector looked at children's observation and assessment records, a selection of policies, the childminder's self-evaluation documents and children's records.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector read written comments provided by the parents of children being cared for.

Inspector

Lynn A Hartigan

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 four years and six years in a house in Colchester, Essex. The childminder uses the whole of the ground floor and the rear garden for childminding.

The childminder has completed basic training including first aid and child protection and updates her knowledge through specific courses, such as safeguarding. She collects children from the local schools and pre-schools and visits the local gym, toddler group and Children's Centre on a regular basis. There are currently four children on roll, two are in the early years age group and attend for a variety of sessions. Two children are school-age and attend before and after school.

What the setting needs to do to improve further

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

- provide resources for children to explore how objects can be combined and offer opportunities for children to explore and investigate using natural materials and household items.
- develop opportunities for parents to engage in their child's development and learning in the setting and at home in order to help parents share what they know about their children on an ongoing basis.

Inspection judgements

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

The childminder has a secure knowledge of how children learn, and is able to promote their development, effectively in all seven areas of learning, in particular their physical development and communication and language. The childminder has high expectations for the progress of children in her care, all of whom are eager to try new things and experiences. The childminder ensures accurate observations are made which identify children's next steps in learning and inform future plans. An initial discussion with parents ensures the childminder is aware of the child's abilities. These are then effectively supported by the childminder who is able to offer sufficient challenges. Parents are fully informed and actively encouraged to comment on completion of the two year profile check. However, there is scope to improve opportunities for parents to contribute to their child's ongoing learning and encourage feedback.

The document 'Development Matters in the Foundation Stage' is used to keep accurate assessments of how children are learning. These show that children are developing consistently in their expected development bands and are developing skills for their next steps in learning and readiness for pre-school and school.

The childminder ensures she is aware of the children's interests. For example, children who are fascinated with trains thoroughly enjoy the small world play sets and show sustained levels of concentration and interest using these. They have great fun making train tracks and fixing carriages to the trains. They engage the childminder in their play and confidently ask for help when required. The childminder is skilful in asking the children questions and giving children time to think and respond. For example, asking if there are any passengers; this encourages young children to think and extend their imaginary play.

The childminder plans some adult-led activities that support the children's interests. For example, making and decorating train cakes. They know the importance of washing hands before baking and proudly wear the cook's apron. They giggle at the noises they make with the cooking utensils and are able to experiment with sounds. Simple calculations are explored. For example, children count out the cake cases and are amused when there is one missing. They are able to count to 12 confidently and are also encouraged to count in different languages. This is because the childminder embraces and values children's home languages. The childminder is very effective at supporting children's physical skills. For example, this is achieved through weekly visits to the toddler gym where children learn to balance and climb safely. Young children excitedly talk about how they can do a 'roly poly'. Fewer opportunities are available for children, in particular babies and younger children, to explore how objects can be combined together. For example, using treasure baskets with natural materials and everyday objects in heuristic play sessions.

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

The childminder is highly skilled and sensitive to children's unique needs and develops warm, affectionate relationships with them. Therefore, children are able to develop their independence and explore within a safe and secure environment. Children show confidence in social situations and are developing an excellent understanding of how to manage risks and how to keep themselves safe and healthy. For example, they understand a grown-up must use the oven when baking so that they do not burn themselves.

The childminder gives highest priority to keeping children safe and has robust risk assessments in place. Children understand the importance of evacuating the home in an emergency as the childminder ensures they practise this regularly and at different times during the day including at mealtimes. The home is exceptionally welcoming and child-friendly, and as a result, children are able to happily explore and play in a safe and fun environment.

The childminder provides a highly stimulating and exciting place for children to play and learn, both indoors and outdoors. There is an abundance of high quality toys and resources to support the children's learning within an inviting playroom. Toys are carefully labelled and easily accessible. The playroom is breathtakingly welcoming for children and artwork displayed creates a sense of belonging. The childminder uses photographs of the children to explain the characteristics of play, to inform parents. The outdoor environment includes a sensory garden where children plant herbs and flowers. Wind chimes and

mobiles create soothing sounds whilst the children play. They hunt for insects and bugs as they move logs and twigs. Children learn excellent hygiene routines. They understand about germs and the need to wash their hands before snacks and meals. Children learn to be independent and enjoy carrying out simple tasks, such as helping to tidy up after themselves.

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

The childminder is very experienced and has a secure knowledge of how children learn and develop and is, therefore, able to meet all the learning and development requirements. She is committed to ensure every child reaches their full potential. As a result, children progress very well towards the early learning goals.

Effective systems in place enable the childminder to monitor the educational programme offered to children, which includes a broad range of learning experiences. The childminder has developed a good system for assessments and monitoring children's progress through tracking and observations. Completion of a progress check that involves parents' contributions enables the childminder to identify areas that may require more support or intervention.

The childminder ensures that children attending other settings delivering the Early Years Foundation Stage receive continuity of care and support in their learning. This is successfully achieved as the childminder has initiated good links with other settings children attend. For example, to ensure a smooth transition into pre-school, the childminder is proactive; she visits the setting and takes photographs of areas of the pre-school and staff. These are then displayed so that a child can identify and familiarise themselves. They happily discuss their time at pre-school and what they like doing there.

A good settling-in process enables the childminder to develop accurate understanding of each child's unique needs, skills and abilities. Opportunities are established for parents to be involved in their children's learning initially have been established as the childminder values their contribution. The childminder understands the importance of ongoing training and an effective monitoring and evaluating process, as this will positively impact on the service she provides for the children. A self-evaluation process is in place, and continues to develop, to highlight strengths and areas for improvement.

An effective system to ensure the children are suitably safeguarded is in place. The childminder is fully up-to-date with current practices through training. For example, recently completing several training programmes online. Policies provided within the parents welcome pack detail the procedure that will be followed if there are any concerns regarding any child's welfare. Partnerships with parents are very good because the childminder has good processes in place to gather and share information about their children. References from parents, provided in preparation for the inspection, are unfailingly positive. They describe how exceptionally happy they are about every aspect of

care and of the learning opportunities offered to their children.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY358641
Local authority	Essex
Inspection number	820971
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	27/04/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '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 that are

usually their 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

