

Inspection date	17/03/2014
Previous inspection date	09/10/2008

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

- Children are well protected from harm as the childminder demonstrates a secure knowledge and understanding of her responsibilities with regard to safeguarding.
- Children participate in a wide and exciting range of purposeful learning experiences which are tailored to meet their individual learning requirements. The childminder's quality of teaching is good and she demonstrates a clear knowledge of how children learn.
- Partnerships with parents and others are strong. The childminder works well with parents to involve them in their children's learning and to keep them updated on any changes to her provision.
- Effective settling-in procedures result in happy and confident children who form warm and caring relationships with the childminder.

It is not yet outstanding because

- Opportunities for children to make choices about whether they learn in the indoor environment or outdoors are not fully explored. The childminder is not yet making best use of her garden to promote children's choices.

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 childminder's playroom and dining area, and viewed all areas of the home used for childminding purposes.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.

The inspector looked at records relating to children's information, documentation regarding children's learning and development, accident and medication records, the daily attendance register, information about the suitability of adults living on the premises, proof of qualifications and training courses the childminder has attended, and a selection of other relevant records.
- The inspector took account of the views of parents provided through written comments in the childminder's documentation.

Inspector

Lynn Hughes

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Kirby Cross, Essex. The whole ground floor of the house and the rear garden are used for childminding. The family has a pet dog, a cat and five rabbits.

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 seven children on roll, of whom five 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:

- further enhance opportunities for children to experience fresh air and exercise on a daily basis and to make choices about whether they learn in an indoor or outdoor environment.

Inspection judgements

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

The childminder's secure knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage enables her to deliver a well-considered educational programme. Each child's learning needs are identified through the childminder's effective systems for observing and assessing children's development. The childminder tailors her planning to provide good learning opportunities for each child, based on their next steps. Children's achievements and progress are effectively recorded in learning journals and supported through photographic evidence, which shows that children participate in a wide and exciting range of both planned and freely chosen learning opportunities. Parents are provided with clear summative assessments of their children's progress and are given opportunities to comment on their children's development. The childminder understands the requirement to devise progress checks for children aged two and has implemented this effectively. Documentary evidence provided through development wheels shows that all of the children in the childminder's care make good progress in their learning, including those who speak more than one language.

Children are busy, keen and active learners. They enjoy their time with the childminder and are involved in planning some of their day. For example, the childminder asks them

what they would like to do next, when they are spending time in the house. Children learn to follow directions in order to achieve an end product as well as being able to freely explore creative materials. For example, a planned activity which involves making paper flowers for a special celebration, requires children to listen carefully to the childminder and follow her lead. This they do proficiently, patiently creating a beautiful array of colourful flowers. A painting activity from the previous week shows how children are provided with opportunities to freely express themselves. The painting activity led on from a drive to school on a foggy morning. Children's interests were followed by the childminder, providing them with resources to create their interpretation of a foggy day.

Children enjoy making music with the selection of musical equipment available to them. They bang, crash and dance to their musical achievements. The childminder supports children effectively at all times by facilitating their ideas. She intervenes at appropriate times to enhance children's thinking and uses well-considered language and questions to extend their learning. The childminder recognises the importance of preparing children for school and does this from a very early age. For example, her planning ensures that children are provided with good opportunities to develop literacy skills. The childminder's focus on personal development results in her providing children with good opportunities to become independent. For example, she encourages them to use the integral toilet independently when they are confident enough to do so. Children are encouraged to put their own coats and shoes on. Children's mathematical skills are promoted through everyday activities, such as counting how many cars they see as they walk along the road. Children explore technology through a wide range of electronic toys. Younger children have opportunities to explore natural items and household objects as part of their early understanding of how things work.

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

Children are happy, confident and settled in the childminder's home. The effective settling-in procedures she follows result in children who feel secure in her care and form close and caring relationships with her. The childminder understands the importance of promoting and developing children's emotional well-being. She sees this as the stepping stone on which all other development can flourish. The childminder achieves this by spending valuable time getting to know the children's individual personalities, home backgrounds, likes and dislikes. She uses praise and encouragement to enhance their self-esteem and confidence, and regularly reminds them how clever they are. Children's behaviour is managed positively through the childminder reminding them about good manners and being kind to each other. She works effectively with parents to agree a consistent approach to dealing with any unwanted behaviour. The childminder acts as a good role model, speaking to children in a pleasant, calm and caring way.

The childminder's recent house move has provided her with an environment which is well suited to childminding. She now has a dedicated playroom and dining area, which has an integral toilet and hand washing facilities. The dining area leads directly to the childminder's garden. Toys and play equipment are stored and presented on shelving in the playroom. This provides opportunities for children to make some choices over their play and to guide their learning. At present, the childminder manages access to the rear

garden and usually provides specific times for the children to play outdoors. This is mostly due to the temporary fencing which she erects each day to keep the area of her garden which contains a large pond safe. While this results in children experiencing some outdoor learning, it inhibits children from being able to explore outdoors as and when they choose. The childminder is mindful of this and is currently developing her outdoor learning environment to make it more easily accessible.

Children learn about keeping safe and healthy through the childminder's clear practices. They understand the importance of washing their hands after using the toilet and before touching food. They each have individual hand towels to prevent the spread of infection. Children learn to keep the environment safe, for example, by helping to clear away toys and play equipment in between uses to prevent tripping hazards. Children enjoy a mid-morning or afternoon snack of fresh fruit and a biscuit. Children are provided with some opportunities to develop independence skills and to participate in activities which promote their understanding of safety. For example, they use safe knives to cut fruit and to prepare sandwiches. Children are effectively prepared for their next stages of learning through the childminder's careful planning. For example, they learn to become confident when meeting new people as the childminder takes them to a range of toddler groups and activity sessions.

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

Children are effectively safeguarded as the childminder demonstrates a good understanding of her responsibilities to protect children. She regularly attends training courses to update her safeguarding knowledge and keeps abreast of changes to guidance and procedures through the internet and current literature. All adults living on the premises are vetted and proof of the checks used to assess their suitability is available on file. Children play in a well-organised, safe and secure home which the childminder effectively assesses for risks each day. She has recently moved house and, at present, she is sectioning off an area of her garden which contains a large pond with temporary fencing. The childminder risk assesses the fencing each day and is in the process of making a decision about how to make this area permanently safe.

The childminder demonstrates a firm knowledge of the seven areas of learning and uses her clear understanding to plan effectively for children's development. She monitors the success of her planning through careful analysis of children's progress and uses this system to identify if there are any gaps in her educational provision. The childminder shows a strong commitment to continuous improvement through her well-considered self-evaluation and her commitment to developing her knowledge through training. Since her last inspection, the childminder has attended a number of training events, as well as accessing a range of training online. The childminder uses the knowledge she obtains through training effectively to improve her provision for children and to enhance her understanding of specific areas of knowledge. The childminder's effective use of reflective practice enables her to review and evaluate her day. She uses this process to consider each child and whether they have benefitted from their experiences.

The childminder works well with parents. She provides them with a comprehensive range of information about her setting as part of the settling-in procedures. Good daily verbal communication provides a forum for a process of two-way information sharing. Parents are also invited to review their children's development through a more formal process and discussion. The childminder works closely with other early years settings which children attend. This provides her with good systems for complementing the learning that takes place in areas of children's lives. The childminder manages children's transition to school well. She seeks information from parents about which schools the children will attend in advance of this change in their lives. Careful planning and discussions with children enable her to prepare them for their new experiences. Younger children often become familiar with the school surroundings when they take and collect older children and siblings from school.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY367400
Local authority	Essex
Inspection number	873688
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	09/10/2008
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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