

Inspection date	18/06/2013
Previous inspection date	08/10/2008

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 has a good level of understanding about how young children learn and develop. She is vigilant in her monitoring and evaluation of educational programmes. This ensures that children are successfully supported to make good progress towards the early learning goals.
- Young children are developing good communication and language skills because the childminder provides appropriate levels of interaction. She talks to children about what is happening, introduces new words and shows an interest in what they say.
- Children have developed strong relationships with the childminder. They show good levels of confidence, which enables them to independently explore their surroundings.
- Children are motivated to learn and interested in what they choose to do because the childminder successfully meets their interests and stimulates learning through play. This helps children develop their thinking and ability to solve problems.

It is not yet outstanding because

- There is scope to improve partnership working with parents through consistently sharing information, which helps parents support their child's learning and development at home.
- There is scope to improve the outdoor environment to ensure that it consistently offers opportunities for purposeful learning across all areas.

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 children taking part in activities in the living room and outdoor play area of the childminder's home.
- The inspector looked through a range of documentation, including the childminder's policies and procedures, children's development records, planning and self-evaluation.
- The inspector held a wide range of discussions with the childminder and interacted with minded children.
- The inspector took account of the views of parents through information provided by the childminder.

Inspector

Ann Cozzi

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 and two children age 11 and seven years in Harlow, Essex. The whole of the house and the rear garden are used for childminding. The family has a rabbit and two cats.

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 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 7.15am to 5.15pm, 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:

- extend information provided to parents about children's learning to include specific details about how they can continue learning at home
- review organisation of the outdoor learning environment to ensure that it offers children learning opportunities across all areas, for example, by providing stimulating visual resources and equipment which encourage exploration and investigation of the environment.

Inspection judgements

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

The childminder completes accurate observations and assessments of each child on a frequent basis. She puts this information to good use by effectively planning a wide range of interesting, stimulating activities. As a result, children are motivated to actively participate in learning. Ongoing communication with parents is maintained very well. This ensures that childminder has a broad understanding of each child's ever-changing care and learning needs. However, there is scope to improve partnership working in order to consistently share information to help parents support their child's learning and development at home.

A wide range of teaching methods are used by the childminder, taking account of children's individual learning styles. She sensitively ensures that young children are able to lead their own play. This effectively supports children's good progress, which prepares them well for their next stage in learning. Parents receive consistent information about their child's care and some of their achievements, although there is scope to further improve this exchange to make sure parents are consistently provided with information about how they can support their child's learning at home.

The organisation of the environment means that children have access to resources which interest and engage them. This promotes their participation in activities and sustained interest in learning. The childminder provides children with descriptive running commentaries about what they are doing. This effectively supports young children's developing communication and language skills. For example, they demonstrate their understanding of mathematical concepts, such as 'more', and have fun mimicking the childminder, learning new words, such as 'zebra'. Children's independence is encouraged well by the childminder. This effectively fosters their growing desire to help with personal tasks, such as successfully putting on their own shoes. Children demonstrate great pride at the childminder's recognition of their achievement, promoting high self-esteem.

Children are provided with opportunities to be active and demonstrate good physical development as they move independently around the indoor and outdoor environment. At snack time they competently feed themselves and demonstrate enjoyment as they explore the textures of banana and cheese. They enjoy time spent in the childminder's garden caring for plants and playing with small world toys. However, the outdoor environment does not offer opportunities for purposeful learning across all areas.

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

The childminder holds detailed discussions with parents before their child attends her setting. This ensures that she is able to gather important information about each child. As a result, children settle quickly because transition is personalised to suit their needs. Children demonstrate strong attachments to the childminder, which are clearly shown through their warm interactions with her. The childminder actively fosters good communication with parents, which is maintained well during their placement. This ensures that each child's needs are valued and that care offered is consistently based on precise information.

Children are supported well by the childminder to learn about what acceptable behaviour is. As a result, they behave well and are responsive to the clear and consistent boundaries employed by the childminder. Children's achievements are consistently recognised by the childminder. This successfully builds feelings of high self-esteem and confidence. Children are able to independently choose from a relevant range of toys and resources organised for them by the childminder. They demonstrate good concentration and involvement in activities, which in turn supports them in developing the skills needed for future learning. This prepares children well for the transition to pre-school or school.

Children learn about how to keep themselves and others safe. For example, the childminder teaches them about road safety during trips outside of the home. Parents provide children with a packed lunch which is stored appropriately by the childminder. A wide range of learning opportunities linked to maintaining good health are organised for children. For example, the childminder makes sure that they spend lots of time outdoors in the fresh air, and supports them to learn how to grow fresh vegetables. Young children's understanding about good hygiene is supported well through established daily routines. For example, they independently hold out their hands to be cleaned before and after snack.

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

The childminder has a good understanding of the importance of safeguarding children in her care. This is clearly demonstrated through her daily practice. For example, she has undertaken risk assessments of her home and outings, which help her to ensure risks to children are minimised. Her good understanding is supported by relevant child protection training, which ensures that she knows what to do should she have a concern about a child's welfare. The childminder has completed paediatric first aid training, which ensures that she is able to provide emergency care to children.

The childminder's has a good level of understanding with regard to early years learning and development. She is attentive in her monitoring and assessment of the educational programmes provided. This ensures that children are successfully supported to make good progress towards the early learning goals. There are clear and open channels of communication with parents, for example, discussions at drop-off and collection times and individual daily diaries. This means that parents are made aware of some of their child's achievements and how they have spent their time with the childminder. There are currently no children on roll who attend other settings. However, the childminder shows a clear understanding about the value of partnership working to effectively support continuity and future transition.

The childminder ensures that she consistently reflects on the good service she provides. She listens to the comments of children cared for and seeks feedback from their parents. This helps her to ensure that the service she provides remains flexible in order to support the changing needs of users. The childminder has successfully met the actions and recommendation raised at her last inspection. For example, she has developed her planning of activities to make sure that they effectively meet children's individual learning needs. In addition, the childminder has successfully gained a relevant level 3 childcare qualification. This clearly demonstrates her drive and commitment to review and improve the service she provides.

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 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 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	EY370295
Local authority	Essex
Inspection number	878596
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	3
Name of provider	
Date of previous inspection	08/10/2008
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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