

Inspection date

27/02/2014

Previous inspection date

11/02/2009

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

- The quality of teaching is good. The childminder understands how children learn and uses her expertise to provide minded children with a good range of interesting and challenging experiences.
- Children are protected from harm as the childminder has recently updated her safeguarding knowledge and has reviewed all of her written policies and procedures.
- Partnerships with parents are good. The childminder provides parents with clear written information about her childminding provision. She effectively shares information with parents on their children's development and encourages them to play an active role in their children's learning.
- Children form close and caring relationships with the childminder and her assistant. The childminder's effective settling-in procedures, ensure that children, parents and the childminder feel confident about the correct time to leave children.

It is not yet outstanding because

- There is scope to further enhance children's opportunities to develop independence skills through everyday activities, such as preparing snacks and meals.
- Opportunities for children to learn about nature, planting and growing are not fully explored throughout the year.

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 kitchen and viewed all other areas of her home used for childminding purposes.
- The inspector held discussions with the childminder, her assistant and the minded children at appropriate times throughout the inspection.

The inspector looked at a range of records and documentation, including children's personal details, information about children's learning, accident and medication
- records, written policies and procedures, proof of training, information about the systems used to assess the suitability of adults that children have regular contact with and a selection of other documents.
- The inspector took account of the views of parents shared through written comments within the childminder's records.

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 partner and two children aged 13 and 11 years in a house in Colchester. The whole of the ground floor, bedrooms on the first floor and the rear garden are used for childminding. The family has three dogs, a bearded dragon lizard and some fish in a tank 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. She collects children from the local schools and pre-schools. There are currently eight children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years and is an accredited childminder.

What the setting needs to do to improve further

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

- improve opportunities for children to extend their independence skills through everyday activities, such as, the preparation of snacks and meals
- extend opportunities for children to learn about nature, planting and growing, through well-planned and challenging activities.

Inspection judgements

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

Children actively participate in a wide and exciting range of planned and freely-chosen play experiences. The childminder uses her knowledge of how children learn to plan challenging and stimulating learning opportunities, which help all children to make good progress in their learning. She makes frequent and purposeful observations of children's play and uses these to identify their next steps in learning. Well-presented learning journals plot children's achievements and progress and are shared effectively with parents, to ensure that they play an active role in their children's development. Planning is matched to individual children's learning styles and needs and ensures that children are appropriately challenged in their thinking. Children are keen and enthusiastic to learn. Their active participation in the range of activities offered by the childminder, demonstrates that they have good characteristics of learning.

Children's language development is well promoted through the childminder's clear use of

skilful questioning, which she uses to extend children's thinking. Children are proficient speakers and converse with each other and the childminder enthusiastically. They share real and imaginary experiences, for example, when they dress and undress their baby dolls and care for them. The exciting range of dolls clothes, bottles, nappies and other baby equipment enables children to extend their game and to take it in a range of different directions. Children are provided with opportunities to develop their emergent writing skills, as they access a selection of drawing resources and paper. They carefully colour pre-printed colouring sheets, talking about the colours they are using and how they are being careful not to draw over the lines.

Children's imaginative play is extended through the use of small world figures and characters, as well as through role play and dressing up clothes. A selection of wooden bricks enable children to build castles and towers to house their small world figures. The childminder actively supports all aspects of their learning. She facilitates their ideas and effectively follows their interests. The wide and exciting range of learning opportunities children are offered, enables them to develop essential skills for the future. For example, in preparation for beginning full time school, children learn to put their own shoes and coats on, they learn to take instructions and learn to focus on group activities, such as, story time. At present, children have few opportunities to develop knowledge about nature, planting or growing as the childminder does not effectively plan for this aspect of learning consistently throughout the year.

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

Children are settled, comfortable and relaxed in the childminder's care. Her effective settling-in procedures, result in children forming close and caring relationships with her and her assistant. Children move confidently around the areas of the childminder's home that are accessible to them and make clear choices over their play and learning. The childminder provides children with a dedicated playroom, which has recently been re-decorated and renovated. Much of the larger equipment, which was taking up useful play space has been removed and storage units have been more effectively presented. This has resulted in an enabling environment, which effectively promotes children's independence. The childminder is in the process of further enhancing opportunities for children to guide their own learning, by labelling the storage units and drawers.

Children's self-esteem and confidence is proficiently promoted through the childminder's clear use of praise and encouragement. She speaks to children in a calm and gentle way and reminds them about being kind to each other. Children learn to share and take turns as the childminder sets clear rules and boundaries for children about sharing the resources with their friends. Children's learning opportunities are enhanced through the effective use of the local environment. Well-considered planning provides children with opportunities to visit zoos, parks, playgrounds, farms, woods and other exciting places of interest. The childminder uses these experiences to extend children's knowledge and to allow them to follow their natural curiosity.

Children learn about keeping healthy and safe as they follow the childminder's clear

procedures on healthy eating. They learn to take some risks, for example, when they are walking along the road, they help to determine safe places to cross roads and share discussions with the childminder about road safety. Children enjoy a range of meals and snacks during their day with the childminder. They sit together at a low table in the childminder's kitchen and enjoy a range of fresh fruits and savoury snacks. At present the childminder prepares all of the snacks and drinks, providing few opportunities for children to extend their independence skills through routine activities, such as, cutting up bananas or spreading their own bread. Children experience fresh air and exercise daily when they play in the childminder's garden and when they are provided with outdoor experiences. They choose when to play outdoors by asking the childminder if they can go in the garden. The childminder encourages outdoor play in all kinds of weathers. She has a dedicated decked area, which she uses for younger children, or less mobile babies.

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

Children are protected from harm as the childminder demonstrates good knowledge of her responsibilities with regards to protecting the children in her care. This inspection was brought forward, following a safeguarding incident, whereby the childminder did not follow correct procedures to deal with an allegation against a member of the household. This incident was investigated through the appropriate authorities and Ofsted visited the childminder to discuss the issues. Actions were set to address these issues and an initial warning letter for failing to notify Ofsted of a significant event was issued. The actions have been effectively met by the childminder. The childminder recognises that her knowledge at the time was weak and that she did not follow her own written procedures for referring safeguarding concerns to the appropriate authority. At the time the childminder did not see the incident as a safeguarding issue, but realises that it was. Since the investigation and Ofsted's visit, she has greatly improved her safeguarding knowledge by re-reading all of the literature she has available about safeguarding procedures. She is booked onto a safeguarding course, to further update her knowledge. A thorough review was carried out of her written policies and procedures. This review resulted in her tightening her systems for recording discussions with parents, existing injuries and children's comments. The childminder has reviewed and updated her understanding of the requirements to notify Ofsted of all significant events. All adults the children have contact with are appropriately vetted and proof of the checks used to assess their suitability are available on file. The childminder's home is risk assessed regularly to ensure that children play in a safe and secure environment. A thorough re-organisation of the childminder's entire house is enabling her offer children more clear floor space and more effectively organised resources.

The childminder has effective systems in place for reviewing and monitoring her provision. She evaluates the effectiveness of her educational provision by tracking children's progress. Her tracking systems enable her to identify any gaps in children's learning and to implement effective interventions to help to close the gaps. A recent review of the way in which the childminder follows children's individual learning patterns and styles has resulted in her introducing a system which she feels is much more effective at matching

planning to children's personal learning needs. The childminder demonstrates a firm commitment to training and to updating her knowledge of childcare. She regularly attends training courses and local forums. She is an active member of a local childminding group and uses this connection to discuss and review current childcare practice and ideas.

The childminder works well with parents. Effective means of communication enable parents to play an active role in their children's learning. Parents are asked to provide the childminder with feedback on her service, which she uses productively to implement changes and improvements. The childminder has close links with local schools and helps to manage children's transition from her care to full time school through effective partnership working. At present none of the children the childminder cares for attend another early years setting, as she is accredited and received funding for two, three and four year old children. The childminder, however, demonstrates a clear understanding about the importance of working with other settings to complement the learning that takes place across all aspects of children's lives.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY380153
Local authority	Essex
Inspection number	954497
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	11/02/2009
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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