

Inspection date	15/05/2013
Previous inspection date	25/11/2009

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		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 provided with a broad range of interesting learning experiences across all areas of learning, both indoors and outside. Their individual needs and next steps of learning are well-planned for. As a result, children show good progress in their development.
- Children feel settled and secure with the childminder who provides a caring and loving environment where children have familiar routines.
- Children's language and communication is well promoted. The childminder confidently extends children's vocabulary and supports them in discussions.
- The childminder is well organised and demonstrates a good attitude to improving her knowledge and skills.

It is not yet outstanding because

- The arrangements for parents to play a more active role in their children's learning, and to ensure that the childminder has a complete all-round view of their development, have not been fully explored.
- There is scope to give children more opportunities to recognise, discuss and share information about the important people in their lives, in order to further enhance their personal, social and emotional development and understanding of the world.

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 and toured the premises.
- The inspector held discussions with the childminder, co-minder and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the childminder, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents from questionnaires supplied by the childminder.

Inspector

Patricia Champion

Full Report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works from her parents' home in Billericay, Essex. She co-minds with her mother and an assistant occasionally works from this address. They use all areas of the home and the rear garden for childminding.

There are currently four children attending who are within the early years age range. The childminder also offers care to children aged over five years to 14 years and walks to local schools to take and collect children. She works all year round from 7.30am to 6.30pm Monday to Friday, except for the annual family holiday. The childminder 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:

- strengthen the opportunities for parents to contribute to children's ongoing learning, for example, by recording their own observations in children's learning journals, so that a more all-round picture of each child's development is gained
- extend children's confidence and their understanding of the world, for example, by sharing with them photographs depicting their families, friends, pets or favourite people.

Inspection judgements

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

The childminder has a good understanding of the seven areas of learning. She supports children well and provides a wide range of interesting activities and suitably challenging experiences. Children relish choosing between indoor and outdoor play. Consequently, children are active and inquisitive learners who are acquiring the skills, attitudes and dispositions they need to be ready for future learning. Interaction is good and children's language is developing well. The childminder encourages their understanding and speaking as she joins in their play. She describes what they are doing, naming objects, actions and sharing real life and imaginary scenarios. For example, children use their imagination well as they act out real life situations with the childminder, using props and resources to make lunch in the role play area. Children look at books for pleasure and they

are able to select from a good range of both fiction and non-fiction materials. Children listen to stories in a different environment when they visit the library. They like to choose books to bring back to the childminder's home to enjoy again. Children develop their creative skills and recognise colours while making models of tepees or crowns they can wear. They particularly enjoy moving expressively and exploring sounds using musical toys and instruments, such as drum kits.

The childminder has a clear observation and assessment system which, overall, enables her to monitor and plan for children's good progress. Flexible weekly planning includes activities, such as trips to local parks and farms and takes account of the children's interests and capabilities. The childminder completes a detailed development journal for each child which contains dated and annotated observations and photographs. The childminder effectively links these to the stages of development to identify relevant next steps in children's learning. Achievements are tracked carefully using a progress wheel to ensure that there are no gaps in learning. The childminder is knowledgeable about her responsibilities in completing progress checks for children aged between two and three years. This ensures that intervention from outside agencies can be promptly secured when progress is less than expected.

Children's achievements are regularly shared with parents via daily feedback and the development journals are available for them to view at frequent intervals. Information about the children's starting points are provided by parents on the 'all about me' forms. However, parents are not consistently encouraged to contribute ongoing comments and observations of their children's learning at home to the development journals. This means that planning for children's learning is not always sharply focussed, as the childminder is not consistently obtaining a complete all-round view of their interests and achievements.

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

The childminder and her co-minder provide a happy welcoming environment, in which children's well-being is successfully promoted. Children settle quickly and gain confidence because they follow similar routines to those they have at home. The childminder ensures that children have opportunities to relax as well as time to play actively. There are comfortable spaces provided for children to sleep peacefully and undisturbed. Each child has an appointed key person so that parents confidently know who they can relay messages to each day.

The childminder obtains information from parents about children's interests and care routines right from the start. Children make choices and decisions about their play as the childminder provides a range of good-quality toys and play materials, which are well organised and appropriate to their stage of development. The childminder rotates toys regularly. In addition, a resources book has been developed so that the early years children who cannot yet speak, can point to the photographs of toys, games or books they would like to use. However, the childminder has not yet obtained and shared photographs of the children's families, friends, pets or favourite people. This provides scope to extend children's confidence, and give them more opportunities to recognise, discuss and share information about the important people in their lives.

The childminder is a positive role model who encourages children to develop a positive and caring attitude towards others. She manages behaviour in a calm manner so children that children behave well and learn social skills from an early age. For example, they learn to patiently take turns and share toys as they play. The childminder constantly praises the children for what they do, which in turn builds up their confidence and self-esteem. For example, when a child says a new word, she repeats it, and tells them how clever they are. Resources that reflect positive images of race, culture, gender and disability are evident throughout the setting. This, alongside positive explanations and activities which raise children's awareness of the wider world, helps children learn to respect and value differences.

Children's good health is continuously well promoted. Children adopt a healthy lifestyle because provision for active, outdoor learning is good. Children are invigorated as they play outdoors and benefit from opportunities to climb and balance on apparatus, or dig in the soil to grow vegetables. Children eat healthy snacks, and their drinks are easily accessible so they do not become thirsty. The childminder provides snacks, for example, fresh fruit, which is cut up into bite size pieces to prevent choking. Parents provide packed lunch meals which are stored appropriately until they are required. The menu for the evening meal is nutritious and well balanced. Food is hygienically prepared as the childminder has completed food safety training. She ensures that she gathers information about any allergies or special dietary requirements to meet individual needs. Young children are sensitively supported as they develop their self-help skills and are encouraged to feed themselves at mealtimes. Children learn how to keep themselves safe in the home and when on outings. They complete the fire evacuation procedure and follow the instructions of the childminder to gain an awareness of road safety.

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

The childminder has a good understanding of the Statutory Framework for the Early Years Foundation Stage and the importance of monitoring children's progress and the delivery of the educational programmes. She observes children as they play, then uses the guidance document, Development Matters in the Early Years Foundation Stage to assess their development. This means that she is able to ensure that they are developing in line with the development milestones appropriate for their age band.

The childminder implements clear policies that promote children's welfare and safety, which she shares with parents. She completes risk assessments to help to provide a safe environment for children to play, both on the premises and on outings. The childminder has a good understanding of how to safeguard children from harm, which includes recognising signs and symptoms that would cause concern about a child in her care. She keeps her first aid certificate up to date so she knows the correct lifesaving procedures to use in an emergency. The childminder systematically keeps all the legally required records, which she completes clearly and stores confidentially.

The childminder has a positive attitude to the continual development of the childminding

provision and has completed a thorough self-evaluation, in collaboration with her co-minder. She makes good use of the support and advice, which she receives from the local authority, to continually reflect on her strengths and identify areas for further improvement. The childminder understands the importance of developing her skills and knowledge. Therefore, she has training courses booked in the coming months. The action and recommendations raised from the last inspection have been successfully completed. As a result, significant improvements have been made in the childminder's practice, for example, to her record keeping and ensuring that she has obtained all the relevant parental consent agreements.

Partnerships with parents are professionally managed and a wide range of written information is readily available. Newsletters are distributed and important certificates and notices are clearly displayed. There is a well-organised portfolio that includes more detailed aspects of the provision. Parents are invited to social events, such as picnics in the park. They are also invited to share their views and comments by completing questionnaires. This means that they are increasingly becoming involved in their children's learning. Parents make positive comments about the care provided and compliment the childminder on the way she keeps the children busy with fun activities. The childminder is well aware of the importance in maintaining effective relationships with other early years settings, to promote smooth transitions and continuity in children's care and learning, when the need arises.

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	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	EY394319
Local authority	Essex
Inspection number	821879
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	25/11/2009
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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