

Inspection date	21/10/2014
Previous inspection date	24/02/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder demonstrates a reasonable understanding of how children learn and develop. Children are provided with a range of fun activities and organised outings to support their progress.
- Children are effectively protected from harm because the childminder understands her responsibilities with regard to safeguarding children. The childminder updates her child protection knowledge through appropriate training.
- The childminder is warm and welcoming and children are happy and settled in her care. This supports their personal, social and emotional development.
- The childminder works closely with parents to establish a positive working relationship. As a result, children receive continuity of care.

It is not yet good because

- The childminder does not consistently identify children's next steps in learning from her observations, in order to provide learning opportunities that challenge them in making good progress.
- The childminder does not use self-evaluation and monitoring effectively to identify her strengths and weaknesses. As a result, areas for improvement are not sufficiently focused on improving children's achievements.
- Children have fewer opportunities to independently self-select and initiate their own play and learning. This is because not all toys and resources are easily accessible.

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 learning environment where children play and viewed all areas of the home used for childminding purposes.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at information to confirm the suitability of all adults living on the premises.
- The inspector looked at a range of records and documentation, including a sample of the children's development records.
- The inspector took account of the views of children and parents' written comments.

Inspector

Lynn A Hartigan

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and one child aged nine years in Chelmsford, Essex. The whole of the house and the rear garden are used for childminding. The family has a pet rabbit. The childminder takes children to toddler groups and she visits the shops and park on a regular basis. She also takes children to and from the local schools and pre-schools. There are currently 28 children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- develop the monitoring of children's progress to assess their stage of development in each area of learning more frequently and plan activities that are more tailored to their individual needs and offer sufficient challenge.

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

- review the organisation of toys and resources to ensure they are more easily accessible to children, in order to enhance their exploration and independence skills further
- review and assess the use of self-evaluation and monitoring to better identify areas of practice for improvement, which are focused on raising children's progress and overall achievements to a good level.

Inspection judgements

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

The childminder has a reasonable knowledge and understanding of the learning and development requirements in the Early Years Foundation Stage. She uses her knowledge of how children learn to teach them and support their development. Children enjoy a variety of activities. These offer opportunities for them to use their imagination. For example, young children enjoy playing with trains and sit for some time setting out the train tracks. They make tea and cake for the childminder using the role-play props. The

childminder interacts with children and encourages conversation, asking many questions and allowing time for children to think and respond. Children are confident to ask the childminder for assistance and communicate well. Children are prepared for their next stages of learning, for example, when going to pre-school or school. The childminder has established links at these settings and understands which skills are important for children to acquire before moving on to school. For example, children are being supported in developing their independence skills and making some choices, such as when to have drinks and snack. They are encouraged to communicate through conversation, dress themselves, and independently take care of their personal needs. Participation in organised activities at toddler group encourages children to socialise with others, listen, take turns and follow instructions. These skills help with the smooth move on to school and their next stages of learning.

The childminder knows the children well because parents are welcome in the home and are encouraged to provide useful information regarding their child's development. The childminder's use of a daily tracker book provides opportunities to share information regarding their child's day. The childminder understands the importance of completing ongoing observations, which include the completion of the progress check for children between the ages of two and three years. However, observations are infrequent and therefore accurate next steps in learning are not always consistently identified. This means progress cannot be accurately monitored and planned activities for future learning do not always offer children the sufficient challenge they need in order to make better progress.

Children enjoy a balance of adult-led and child-initiated activities within the educational programme provided for them. These include learning outside of the home. For example, children enjoy visits to the zoo to support their interest in animals. A wide range of quality toys and resources are available to support children's learning, which include resources to support them in all areas of learning. The childminder engages parents in their child's learning to ensure continuity, and children's achievements are celebrated. For example, the childminder encourages parents to complete 'stars' to detail children's progress at home.

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

Children are happy and confident within the home and settle quickly with the childminder. This is because she has effective systems for supporting them and their families through their settling-in period. Information obtained when children first attend with regard to their individual needs, likes and dislikes is considered. For example, the childminder sets out activities that are fun and interest them ready for when they arrive. Children form close and caring relationships with the childminder and her family. This is because she is calm, caring and takes time to get to know them. Consequently, children feel emotionally secure. The childminder interacts well with the children and is very organised to ensure she is able to give positive attention and supervision. Children understand what is expected of them and follow the simple rules that are made known to them from an early age. For example, they know to put their drinks on the table when they finish and are encouraged to pack toys away after themselves. Children's confidence and self-esteem are promoted through the childminder using clear and positive language with them. Children

enjoy cuddles with the childminder and are praised for their efforts.

The childminder ensures there is adequate room for the children in her care, and they have a lot of space to play within a clean and organised indoor environment. They have access to the toys and resources that are within the lounge and have been previously been selected for them, and children enjoy their games. However, resources to support all areas of learning are not easily accessible as they are stored out of reach. This means children have to ask and have fewer opportunities to spontaneously and independently make decisions about their own play and learning. The childminder has not yet explored ways to address this, such as providing pictures of the additional resources to assist children's free choice.

The childminder ensures children learn about keeping themselves safe. This is successfully achieved through the everyday routines. For example, a thorough risk assessment is completed for outings that includes the delivery and collection of children to school. Children are taught and understand the importance of good road safety. They know to hold on to the buggy and follow the clear instructions from the childminder as this keeps them safe. Children learn about good hygiene practices. For example, young children know the importance of washing hands before meals and after using the bathroom. Children enjoy healthy and nutritious snacks and meals that are freshly prepared according to their dietary needs. Children enjoy fresh air and exercise every day as they walk to school and visit the local park. The childminder uses planned activities to prepare children for their next steps in learning. For example, children develop confidence when meeting new people, as the childminder enhances their social skills through their visits to local toddler groups.

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

The childminder demonstrates a full understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. For example she ensures that children are safe on outings and that she works to the required adult-to-child ratios. Children's welfare is protected as the childminder demonstrates a sound knowledge of how to safeguard children in her care. She updates her safeguarding knowledge through appropriate training. All adults living on the premises have completed appropriate checks used to assess their suitability and are available on file for parents. The childminder effectively monitors her home if and when visitors are present. For example, she asks them for identification and ensures that children are supervised at all times, to promote their safety and welfare. The childminder has effective systems for risk assessing her home, practising emergency evacuations and recording children's daily attendance and any accidents. This means children's welfare is protected and they can play and learn in a safe and well-organised environment.

The childminder demonstrates a secure knowledge of the revised Early Years Foundation Stage and delivers all aspects of the framework. She has acted on recommendations made at the last inspection. For example, she has established systems for observing, assessing and recording children's progress, and these documents continue to develop. However,

the childminder is not yet monitoring practice robustly through a self-evaluation process, to ensure sustained improvement and further enhance experiences for children. For example, arrangements for assessing and monitoring children's progress are not fully effective because children's next steps are not frequently identified. As a result, children make satisfactory, rather than good, progress overall.

The childminder has established positive working relationship with parents. She communicates effectively with them and warmly welcomes them into her home. Parents and children express their views through written thank you cards to the childminder. They indicate that they are completely satisfied with every aspect of care that is offered to their children. These are extremely complimentary and positive. Older children comment that she is the 'best childminder ever'. The childminder has established links with the local pre-school and school where she collects children and works closely with them. She complements the learning that takes place in other areas of children's lives by communicating effectively with parents and with the children's teachers at school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY407562
Local authority	Essex
Inspection number	994016
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	28
Name of provider	
Date of previous inspection	24/02/2011
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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