

Inspection date

15/02/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 children's individual interests and needs and as a result, she provides a stimulating environment where children engage in a good range of quality learning and development experiences.
- Children develop a good understanding of acceptable behaviour as the childminder uses consistent boundaries and motivating rewards.
- Children feel safe and secure, and are eager to explore and learn. As a result they demonstrate self-confidence, motivation, independence and curiosity.
- Partnerships with parents are a key strength in making sure that each child's care and learning needs are met to a high standard.

It is not yet outstanding because

- A small number of resources are not age-appropriate, and are stacked a little too high, which presents a hazard if pulled by a toddler.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 lounge and dining room.
- The inspector spoke with the childminder and children.
- The inspector took account of parents' views by reading parent questionnaires.
- The inspector looked at planning documents, children's progress records, policies and procedures, risk assessments and other relevant documentation.

Inspector

Jenny Forbes

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is a registered assistant, and three children aged one, three and six years in a house in Herongate, Essex. Most areas of the ground floor are available for childminding and there is a fully enclosed garden for outside play. The childminder takes children to and from school.

There are currently five children on roll, two are in the early years age group, one of whom attends school and three are school-age children who attend for a variety of sessions. The childminder operates all year round from 7am to 7pm Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- review the way resources are stored so that those which are easily accessible are always age-appropriate and are stored in a way that children can select and reach in safety.

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 requirements of the Early Years Foundation Stage. She uses the guidance document, 'Development Matters in the Early Years Foundation Stage' to help her to identify children's next steps in their development and learning. She carries out regular observations and assessments to ensure children are making good progress in all the seven areas of learning. Children's starting points are discussed with parents, on entry to the setting, and a secure computerised communication tool enables parents to keep in touch with their children's development at any time of the day. This gives parents confidence and assurance that their children's needs are being met.

Children are provided with a range of activities and experiences that support the prime and specific areas of learning. Babies and young children are tempted by the mysterious and hidden secrets of a treasure bag which they explore with interest and excitement. Their personal, social and emotional and communication and language skills are supported when they use a toy telephone to pretend to call their parents. This also promotes their imagination and reminds them of their family at home. The childminder repeats sounds such as 'hello' and 'phone' to encourage children to repeat common words. Children's physical skills are effectively promoted. They are encouraged to dance and perform actions to rhymes when a musical toy operated by a child provides a spontaneous opportunity for exercise and fun. Children with English as an additional language are very well supported. The childminder makes laminated cards, which she shares with parents, to promote the use of English words relating to commonly used objects. This extends children's understanding of the world as they realise that words in their own language can mean the same thing in English. It also helps to reinforce children's bond with the

childminder as they recognise the strong working partnership with their parents which strengthens their personal, social and emotional development. The childminder recognises children's preferences as she builds on children's interests. For example, she notices that children prefer to put bricks into the box rather than stack them, she gives praise and reinforces their achievements. Children learn about science, maths, weights, measures and volume as they crack eggs and mix ingredients to make pancakes and see how the raw ingredients come together to make a solid, edible, finished product. They learn about expressive arts and design as they make masks to explore the festivities of Chinese New Year, which also supports their understanding of diversity and the world.

Children enjoy listening to stories and imitating sounds. The childminder points to the pictures and asks open questions to promote children's thinking and offers praise and affirmation which builds their self-esteem. Children's progress and achievements are carefully tracked to ensure that there are no gaps in learning. The childminder also quickly picks up on children's interests as they play independently. Older children are motivated by a successful 'reward passport' where their achievements are recognised and treats are earned. Children are supported effectively to ensure they have the key skills necessary for the next stages in their learning as they make the transition to school.

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

Children demonstrate, by their warm responses to the childminder, that they feel settled and content in her care. Children form close relationships with the childminder, and her family, and they show by their behaviour that they feel safe and happy. The childminder provides a secure and welcoming environment where children feel comfortable and at home. The childminder carries out regular risk assessments to ensure that children remain safe at all times within the setting and on outings. External doors are kept locked, to ensure that children are protected and fire drills are carried out regularly to ensure the children know what to do if an emergency should arise. A good range of resources are easily accessible for children to select from a purpose made unit containing trays. The trays hold toys suitable for children of varying ages, although those on lower shelves are not always appropriate for toddlers. In addition, there are toys stacked on top of the shelf unit, which could possibly fall if a toddler were to pull vigorously at the trays and this presents a hazard.

The childminder is a good role model for the children as she leads by example and she is consistent in maintaining boundaries for children's behaviour. For example, children are distracted from negative behaviour by the provision of another interesting and inviting activity. She gives children the freedom to explore under close supervision and this helps them to learn about keeping themselves safe. The childminder frequently offers praise for children's smallest achievements, which supports their developing self-esteem. Children are provided with healthy and nutritious food that is freshly prepared. Young children learn to be independent as they attempt to feed themselves with finger food such as raisins and breadsticks, and are assisted with drinking from a cup. The childminder writes food and care diaries for parents of young children, which provides them with day to day information about the well-being of their children. Children learn to socialise and to separate from the childminder as she encourages their independence when they are taken

to toddler groups. A laptop, showing photographs of people and places familiar to the children, is situated where children can see themselves and others engaged in various activities, this promotes self-esteem and a sense of belonging.

Children learn self-help skills as they are encouraged to help tidy away their playthings, receiving praise and congratulations. The childminder is alert to children's needs and recognises when they are tired and need to sleep. A comfortable and safe area is provided for sleeping children away from the activities of others to ensure undisturbed sleep, and tired children are cosily cuddled to sleep before being gently laid down and covered. Children have opportunities to exercise indoors and outdoors using a variety of safe and challenging play equipment. Children are able to play outside in all weathers with appropriate clothing; they enjoy playing in the snow and during summer months have free flow access to the garden through the large patio doors leading from the lounge play area. Older children are well-prepared for the next stage in their learning. The childminder provides them with the support they need to feel confident and ready for transition to school as she offers continuity of care and adapts her routines to meet the needs of all of the children.

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

The childminder has a good knowledge and understanding of the areas of learning and how young children learn. She undertakes written observations, assessments and planning for the next steps in children's learning and development and she updates these regularly using an efficient computerised system of record keeping that can be shared with parents continuously. The childminder is registered with the Information Commissioner's Office as a data controller to ensure the safe and confidential handling of personal information. The childminder is highly motivated to continuously improve and develop her setting by undertaking training and receiving support from the local authority, other early years professionals and local childminders.

The childminder closely monitors the quality of the service she provides. Self-evaluation highlights the strengths and weaknesses of the setting. Parent questionnaires contain complimentary comments about the service provided by the childminder. She incorporates the views of parents, children and the local authority in her plans for future development. The childminder keeps daily records of children's achievements, and completes progress records for them all, including those in the early years age range who now attend school. The childminder works in partnership with parents to ensure that each child is developing to their full potential. She has forged strong links with other professionals, such as the Area Equality Named Coordinator, from whom she seeks support, resources and information to enable her to provide the best of care to children who speak English as an additional language.

The childminder makes sure that the areas where children play are free from all hazards. Risk assessments are evaluated on a regular basis and the majority of hazards are effectively identified, rectified and documented. Children are extremely well-supervised and areas where children play are safe and clean.

The childminder has a good knowledge of safeguarding and a secure understanding of the procedures to follow should she have concerns about a child in her care. Policies and procedures are regularly reviewed and shared with parents. The childminder keeps up-to-date with safeguarding practice by attending additional training.

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. 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	EY450283
Local authority	Essex
Inspection number	882524
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 that are usually their 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

