

Inspection date

Previous inspection date

21/08/2014

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 1

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 very good. The childminder has an excellent knowledge of how children learn and actively supports their engagement in appropriate activities. This means children make good progress in their learning.
- Partnerships with parents are highly effective and contribute to ensuring that children's needs are superbly met. The exchange of in depth information enables the childminder to meet children's needs exceptionally well. As a result, children settle quickly and form strong bonds with the childminder.
- Children are very well protected from harm as the childminder demonstrates a good understanding of safeguarding procedures. She regularly updates her safeguarding training and clear written safeguarding procedures are in place.
- The childminder uses self-evaluation to identify areas to improve. She is proactive in seeking further training and information to extend her childcare knowledge and develop her practice.

It is not yet outstanding because

- Resources in the outdoor learning area do not provide children with enough opportunities to see to symbols, text and numbers to help them understand that print carries meaning.

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 looked around the rooms and garden used for childminding.
- The inspector checked evidence of the childminder's suitability and qualifications, and a range of other documentation.
- The inspector held discussions with the childminder at various times during the inspection.
- The inspector looked at children's learning journals and assessment records.
- The inspector observed activities in the indoor and outdoor learning environments.

Inspector

Stephanie Collins

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three adult children in a house near Chelmsford, Essex. The whole of the downstairs of the house, two upstairs bedrooms and the rear enclosed garden are used for childminding. The family has a cat as a pet. The childminder attends toddler groups and activities at the local children's centre. She walks to the local shops, park and library on a regular basis. The childminder takes children in her car on outings further afield. She collects children from the local schools and pre-schools. There are currently two children on roll in the early years age group. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She also provides overnight care. 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:

- enhance the outdoor learning environment further, for example, by adding symbols, text and numbers, to underpin children's understanding that text carries meaning.

Inspection judgements

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

Teaching is good. The childminder ensures the educational programmes have depth and breadth to effectively support children's development across the seven areas of learning. However, there are fewer symbols, words and numbers displayed in the outdoor area to underpin children's understanding that print carries meaning. A cleverly devised storage system allows children independent access to appropriate toys, which means they can competently direct their play. As a result, they are motivated and interested in their learning. The childminder carefully collects resources to stimulate and excite children. She provides a range of everyday objects, such as scrubbing brushes and pine cones, which encourage children and babies to explore different textures and surfaces. The childminder sits close by encouraging the baby's participation, asking simple questions and describing the texture of the object. Her effective support keeps the baby engaged in the activity for longer and extends their learning.

Babies make excellent progress in the prime areas of development. They delight in crawling after the soft balls that the childminder rolls for them. She encourages them to problem solve asking, 'Where did it go?' The childminder enthusiastically supports young children's speech and language development. She models good communication skills and listens attentively and responds appropriately as babies babble. This ensures that children have the skills they need to support their future learning and ensure their readiness for

school when the time comes.

The childminder has a secure understanding of the requirement to carry out a progress check on children between the ages of two and three years. She has devised relevant paperwork to do this to share with parents. Children make good progress. This is because the childminder collects detailed information from parents when children begin attending. She uses the information to assess children's starting points and plan activities to meet their learning needs. The childminder creates vibrant learning journals for each child filled with photographs and children's art work. She records detailed observations and links these to the seven areas of learning using symbols. The learning journals are shared with parents and they add their comments. The daily exchange of information with parents allows the childminder to share children's learning from home and plan activities for their next steps in conjunction with parents.

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

The childminder provides an extremely welcoming indoor environment. She displays pictures of all the children and samples of their work, which ensures they feel valued and welcome. There is an extensive range of toys and activities carefully stored to allow children appropriate access, which builds their independence. Resources are regularly checked to ensure they are safe for the ages and stages of children's development. The childminder rotates activities, which ensures they remain exciting and interesting to children. As a result, children are stimulated to play and explore and demonstrate the characteristics of effective learning. The childminder understands the importance of the outdoor environment for children's well-being and development. She ensures they have regular access to her garden and takes them on trips to the park and seaside. This means children have lots of opportunities to practise their growing physical skills and they learn about the world around them.

Children settle extremely quickly with the childminder and form very strong attachments with her. This is because she has excellent partnerships with parents that allow for the exchange of important information. A daily diary is used to record children's activities, which is shared with parents. The diary facilitates the two-way flow of information and provides the childminder with up-to-date information about all children's routines at home. The highly effective settling-in process is tailored to meet the individual needs of the children. As a result, the transition between home and the childminder's care is an extremely positive experience and significantly contributes to them making rapid progress. The childminder has warm loving relationships with children. Her calm and patient manner ensures children are emotionally secure and they gradually feel confident to move away from her and play. The extremely strong attachments children form in the childminder's care ensures they are emotionally prepared for their next steps in learning.

Care routines are effectively tailored to meet children's needs, which ensure they remain comfortable. For example, as the childminder changes the baby's nappy, she plays peek-a-boo and the baby giggles in delight. This helps children to feel secure. Children learn to keep themselves safe as the childminder practises regular evacuation procedures with them. She applies the sunscreen that parents provide to protect children in the sun and

explains that it keeps them safe. Thorough procedures for the administration of medication ensure children's medical needs are safely met. Children learn about healthy eating as the childminder asks parents to ensure the meals they supply for children are healthy. She provides a high chair for the baby, which she sanitises to minimise cross-infection. The childminder sits with children at meal and snack times. Children learn about healthy choices as she encourages them to explore the texture of food by offering small pieces of fruit. Babies are effectively learning to eat independently with lots of support from the childminder. They enjoy the praise as they clap their hands excitedly.

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

The childminder has a comprehensive range of policies and procedures, which underpin her childminding practice and she shares these with parents before their children attend. Essential documentation and certificates are clearly displayed and parents receive clear contracts and consent forms so they are fully aware of the childminder's care and business arrangements. Children are kept safe from harm as the childminder has a thorough understanding of safeguarding procedures due to her recent child protection training. Appropriate checks have been carried out to ensure the suitability of other persons living on the premises. The childminder knows who to contact should she be concerned about a child's welfare. This assures children's safety and welfare.

The childminder carries out an annual risk assessment of her home, which identifies any possible dangers to children and the actions she has taken to keep them safe and secure. She monitors the childminding environment on a daily basis to ensure it is clean and equipment is appropriate and safe for the children's stages of development. The childminder has a good knowledge of the learning and development requirements. She considers children's developmental needs and provides activities and resources to support children's next steps in learning. This ensures that children make very good progress.

The childminder is proactive in sourcing and attending courses to extend her professional knowledge of how children play and learn. As a result, the activities she provides are very well matched to each child's age and stage of development. She uses self-evaluation to reflect on the services she provides and target areas of weakness. Parents are complimentary about the childminder and send cards thanking her for supporting their child's development and learning.

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	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	EY451261
Local authority	Essex
Inspection number	927421
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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