

Inspection date

Previous inspection date

02/06/2014

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	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 very good because the childminder provides stimulating activities which are tailored to children's needs and interests. As a result, children are making good progress.
- Children are developing strong bonds and attachments with the childminder and their peers. They work together on projects, for which the childminder offers them lots of praise and encouragement. This means that children are happy and settled.
- The childminder teaches children an extended range of information about how to deal with any possible dangers that they may face. Therefore, children are learning important information about how to keep themselves safe from harm.
- Children are effectively safeguarded because the childminder has a secure understanding of her role and responsibility in protecting children. Consequently, the safeguarding and welfare requirements are met.

It is not yet outstanding because

- There is scope to further develop the outside area to make it more accessible for children and to provide more outdoor resources which encourage children to practise their mathematical and literacy skills.
- Parents are not currently made aware of upcoming topics and are unable to fully support children's learning at home. Furthermore, the childminder does not seek parents' views in order to enhance the service that she provides.

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 house and talked with the childminder and children present.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector reviewed the childminder's hardcopy self-evaluation form.

Inspector

Kate Hogan

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two adults and two younger children aged 16 and four years in a house in Elsenham, Essex. The ground floor of the premises is used for childminding. The childminder attends a toddler group and activities with other local childminders. She visits the shops and park on a regular basis. She collects children from the local school. The childminder operates all year round from 7.30am until 6.30pm Monday to Sunday, including bank holidays. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions.

What the setting needs to do to improve further

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

- extend children's learning experiences by developing ways to inform parents about upcoming topics and incorporating parents' views into the childminding setting
- enhance the outside area to make it more accessible and provide more resources, particularly to encourage children's mathematical and literacy development.

Inspection judgements

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

Teaching and learning is very good. This is because the childminder uses effective open-ended questions to encourage children to talk to her and express themselves. For example, a child is asked about the morning they spent at playgroup. They are encouraged to talk to the childminder, who sensitively listens and probes them further. As a result, children freely share information and the childminder is able to understand what they do outside of her home and tailor her activities accordingly. Children are encouraged to speculate and test ideas through trial and error. For example, when a child chooses to play with a clock, the childminder works with him to identify the numbers and shapes he can see. She asks him to demonstrate where he thinks the clock hands should go for various times of the day. Lots of praise is offered when he gets the clock hands in the right position. Consequently, children are proud of their achievements and persevere to reach their goals. Children's ability to express their ideas and use their imagination is promoted well. For example, the childminder provides a sand pit which is filled with different toys every day, such as diggers and animals. Children enjoy role-playing with these toys to show different scenarios. The childminder has a topic each month, such as the sea and animals. Craft projects are created to reflect the topics. For example, there is a large tray full of an underwater scene that the children have created together. As a

result, children engage in their learning as they get deeply involved in activities throughout the month. The childminder supports children's understanding of festivals and celebrations. For example, recent themes have included St. George's Day, Valentine's Day, Easter and Mother's Day. Regular observations and assessments are conducted for all children. The childminder links each observation to the seven areas of learning and monitors children against their expected age and stage of development. The observations are used to identify children's next steps and inform her planning. Children are formally assessed every six months and the outcomes are discussed with parents. Therefore, children are making good progress towards the early learning goals because the childminder ensures that they are exposed to a good range of challenging experiences.

Children are provided with resources and activities that cover the prime and specific areas of learning. For example, there is a wide range of books and posters that assist their communication, language and literacy skills. Children are well-supported for the move on to school. For example, the childminder encourages them to develop their physical skills by using scissors and pens. She talks to them about school regularly and they enjoy talking about the uniforms that they will be wearing when they go there. Consequently, children are learning important skills that will support them when they move on to the next stage in their education. Older children take part in activities which encourage them to develop in the specific areas of learning. For example, the childminder teaches them about the wider world by taking them on educational trips to castles where they can learn about history. She also promotes their emerging writing skills by helping children to trace letters and numbers and say their sounds. As a result, children are becoming more confident in their understanding of the world and their literacy skills. However, there is scope to improve the outside area to provide more opportunities for children to further practise their mathematics and literacy skills in the outside environment.

Partnerships with parents in regard to teaching and learning are generally good. Information about the requirements of the Early Years Foundation Stage is shared with parents so that they understand how their children learn. Parents make an initial assessment of their child before they start with the childminder. This information is used by the childminder to help her understand every child's starting point and tailor activities to meet their development needs from the first day of attendance. Parents comment that they feel their children are making progress since being with the childminder as they can see the things that she has taught them being carried forward to their home. However, the childminder does not currently share information with parents about what topics she is planning for the future. As a result, parents are unable to fully support and extend their child's learning at home.

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

Children are happy to spend time with the childminder and settle-in quickly. All children attend settling-in sessions prior to their first day and the childminder fills in an 'About me' information sheet about their likes and dislikes, along with care needs. As a result, children's emotional well-being is promoted. They make the move into the childminder's home, then onto other settings and school, with ease. The childminder has a good relationship with parents. She completes a daily care information sheet which details what

and when each child has eaten, slept and toileted during their time with her. This ensures that parents are kept fully up-to-date with important information about their children. Parents are invited to comment on the daily diary if they wish to do so and further information is shared verbally on a daily basis at drop-off and collection times. This means children's care needs are being met well and the childminder and parents are working in good partnership with one another. Children behave well when with the childminder. This is because she consistently encourages good manners and ensures that activities are suitably interesting and challenging so that children do not lose interest.

Children are forming strong bonds and attachments with the childminder and her family. She teaches the children to socialise by ensuring that the activities she offers are inclusive and entice them all to be involved. They socialise together at meal times and enjoy games, such as role-playing. Children's artwork is prominently displayed on walls. For example, a large spring mural shows some crafts that children worked on together with the childminder. Therefore, children are forming a sense of belonging at the childminder's home. Children's independence is promoted effectively. The childminder consistently motivates children to try things for themselves and manage their personal needs. For example, children take off their own shoes, wash their own hands, pour themselves drinks and open items from their lunchboxes unaided. The childminder observes the children's attempts and offers lots of praise and encouragement while they complete the tasks. As a result, children are learning to do things for themselves and are pleased to be self-sufficient. Children's awareness of personal safety and risks is very well promoted. This is because the childminder consistently reminds the children about how to manage in dangerous situations. For example, a book is regularly read to the children about dangers in the home. The childminder discusses each danger carefully and children are invited to offer ideas about how the risk could be removed and how they might deal with it. Consequently, children are learning about how to keep themselves safe from harm.

The childminder teaches children about how to lead a healthy lifestyle. For example, she encourages parents to provide a range of healthy food in their lunchboxes. The food provided is discussed with the children and they talk about what food is good for them. They are also encouraged to wash their hands before eating and put their rubbish in the bin afterwards. The childminder encourages children to enjoy fresh air and exercise on a daily basis. There is a large garden available and she takes the children on frequent walks and trips. This ensures children's physical development is being effectively promoted. The equipment and resources within the childminder's home are suitable for the children who attend. All toys are clean and age appropriate and are well-maintained.

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

The childminder's home is safe and secure. For example, doors are appropriately locked and safety gates are in place. The childminder has a thorough knowledge of how to safeguard children as she has recently attended training in this area. She demonstrates a detailed knowledge of what steps she would need to take should there be an allegation of abuse about a child in her care. The childminder has an equally clear understanding of what to do if there is an allegation against herself or a member of her family.

Comprehensive policies and procedures are in place. These are routinely reviewed and shared with parents to keep them informed about the service. The childminder ensures that children take part in regular evacuation practices and risk assessments of all areas of the home and garden are undertaken effectively. As a result, the safeguarding and welfare requirements are well promoted.

The childminder has an appropriate first-aid certificate. She has completed relevant childminding training and has a secure understanding of the requirements of the Early Years Foundation Stage. The training has had a positive impact on her practice. She ensures that all children receive a full variety of learning experiences that cover the seven areas of learning and development. The childminder also has a good awareness of food safety and hygiene and ensures all food space is efficiently maintained. The childminder monitors the learning and development requirements by keeping herself up-to-date with legislation. She does this by networking with other local childminders, by reviewing information on childcare forums online and by working in conjunction with her local authority. She has identified future training opportunities that she will endeavour to undertake which will further enhance the service that she offers. Continuous improvement is well-supported as the childminder has an action plan in place that identifies her priorities for making her service better. There is evidence which shows she has reflected on her practice and made relevant changes to the way that she delivers childcare. For example, she has amended the way in which she plans activities, after trialling a more robust method recently. This means that all planning covers the seven areas of learning and incorporates children's next steps. As a result, children are receiving challenging learning experiences and are progressing rapidly towards the early learning goals.

The childminder works with parents to ensure that children's learning and development, safeguarding and welfare needs are fully met. She shares information about children's progress and their daily care routines. Children's views are taken into account because the childminder spends time talking and listening to them. For example, every day, children are asked about their time spent away from the childminder, what they like or dislike about activities and they are also given choices about what is coming up. As a result, children feel well-listened to by the childminder. However, the childminder does not seek parents' views about the overall service that she provides. Therefore, the childminder is not fully considering the parents' views about her setting. The childminder has built up good relationships with the local nursery. For example, she links activities that she provides with the topics that nursery are covering on their curriculum, such as letters and sounds. Consequently, there is a consistent approach to children's learning. The childminder works with the local authority adviser on her business plans to ensure her service is sustainable.

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. 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	EY467363
Local authority	Essex
Inspection number	946963
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
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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