

Inspection date	04/09/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder has very good knowledge and understanding of the characteristics of effective learning, early childhood development and individual learning styles. Therefore, she is able to support children to make outstanding progress in all areas of their development.
- The play and learning environment both indoors and outside is exceptional. Children are provided with an exciting and inspiring range of activities that motivate children to explore and learn.
- Children's health and safety is given the utmost priority, as the childminder takes all the necessary steps to keep them safe and promote their welfare.
- Outstanding partnerships with parents and other professionals mean that the childminder gathers very accurate information about what children can do. She uses this effectively to ensure that she plans activities that meet children's individual needs and interests.

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 all areas of the home, including the garden.
The inspector held discussions with the childminder about children's individual
- needs, planning activities and monitoring their development and how children are kept safe.
- The childminder inspected a range of documentation including risk assessments, the safeguarding policy and accident records.

Inspector

Lisa Paisley

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and one adult child in a house in Leigh-on-Sea, Essex. The whole of the premises and the garden are used for childminding. The family has a dog as a pet.

The childminder attends a number of local childminding and toddler groups at a number of children's centres. There are also regular trips to the local shops, park and nearby country park on a regular basis. She collects children from the local school.

There are currently three children on roll, of whom three are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am until 7pm Monday to Friday, except bank holidays and family holidays. The childminder also offers overnight care when requested. She 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 children's appreciation of story books, for example, by providing opportunities for them to develop a greater understanding of the setting, events and principal characters.

Inspection judgements

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

Children flourish in the childminder's nurturing and attentive care, as the childminder places children within the centre of their learning. Observations and assessments of children's progress are used very effectively to inform the planning of activities. This means activities are individually tailored for children to ensure that they can make the best possible progress. The childminder strives to ensure that the child's voice is heard, for example, she completes the regular summative reports of what children can do so that it is from the child's perspective. Highly developed partnerships with parents begin from the moment that children visit for their settling-in session. For example, parents are informed about the importance of the planning and assessment arrangements and how plans for children's progress are organised for their child. Extensive information sharing about every aspect of children's learning and development helps the childminder to prepare for their individual needs. The childminder involves parents extensively in observing and assessing children's development. For example, parents share children's milestones and chart their

increasing vocabulary. The childminder values this information and uses it well to monitor children's progress accurately. Daily diaries share what activities children engage in while they are with the childminder. Children's learning journals are mutually shared between parents and the childminder and parents also use them to record family events, such as birthdays and outings, which further enhances the information contained in the journals. This means that they provide a rich textual narrative of children's play and learning experiences and their developmental progress. The highly collaborative and mutually respectful relationships help children to excel in their learning and development. This, alongside the childminder's focused and individual support for children, means their progress is rapid given their individual starting points. Very good systems are in place to complete progress checks for children aged two, to ensure development is rigorously monitored.

Children are exceptionally confident and secure within the home as the childminder builds very good relationships with all the children. The childminder values children's individual personalities as she knows some children are more active than others and they all have different learning styles. This means that an inclusive and welcoming environment is provided which supports children's emotional well-being. Children's communication and language skills are extensively supported as the childminder talks to children during play to provide them with a narrative of events. She asks questions, provides children with choices and encourages them to listen to outdoor noises and sounds, such as aeroplanes and children playing in the school playground. Children have access to a very good range of books and stories, however, there is scope to further enhance children's learning through story telling with regards to exploring sequences, events and key characters.

The outdoor learning environment is an exciting area where children can freely explore and play with an excellent range of activities, which include water and sand play, physical activities and painting. Children spend a lot of time exploring the creative activities as they enjoy the feel of water, sand, paints and jelly slush. The childminder is skilled and purposeful in her interactions as she knows when to observe and when to intervene to support children's learning. For example, while building bricks she asks about colours and counts with children. Children have extensive opportunities to learn about the natural world, as they plant tomatoes and grow sunflowers. Themed topics, such as mini-beasts help children to learn about wildlife and trips to the local country park and the woods further enhance children's natural exploration and learning. Children regularly take part in cooking activities as they make their own pizzas for lunch. They particularly enjoy making summer fruit yoghurt ice-lollies as they squish the fruit, stir the yoghurt mixture and occasionally help themselves to a blackberry.

Early mathematical development is integral within all aspects of children's play as the childminder consistently links numbers, colours, shapes and patterns when relevant within their play, such as counting the beads, and identifying colours and shapes in the garden. Therefore, children are making exceptional progress with regards to early mathematical ideas. Children have very good opportunities to develop their physical skills as there are daily walks to the local park, they can also use the tunnels, tents and tyres in the garden, encouraging children to go under, through and over. They can also practise their mark-making skills through drawing, painting, puzzles and threading activities. The childminder

understands the importance of school readiness as the prime and specific areas of learning are fully embedded; this ensures children are effectively prepared for school.

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

The childminder and children have formed a wonderful relationship which helps them feel safe and secure. This results in children feeling confident to move independently around the stimulating environment. They can also play, without interruption, while the childminder unobtrusively observes and intervenes when appropriate and with purpose. The childminder takes the time to get to know children and their families well and children are self-assured and secure in the knowledge they are valued and respected. Consequently, their self-esteem is promoted, which builds their confidence in exploring and trying new challenges.

Children's behaviour is exceptional as the childminder understands young children's emerging behaviour and how to support individual children positively. The childminder effectively supports any developmental behaviour issues, such as biting and she offers support and advice for parents. Children share with their peers as they are co-operative, they wait to take turns and listen to the childminder's explanations. The childminder uses visual aids, such as 'sad' and 'happy' faces, to encourage younger children to learn about feelings and emotions. This means children feel secure, are safe and they respond well to the childminder's requests. The childminder organises the play and learning environment exceptionally well. The designated playroom is child-centred and there is a very good range of children's artwork, displays and posters. All resources and equipment are of a very good standard and are effectively organised to enable children to access safely and promoting choice. The environment is inclusive as the home reflects cultural diversity through displays, resources such as dressing-up clothes, and activities such as children taking part in a range of cultural and traditional celebrations.

There is a strong focus on children's safety as the childminder talks to children about road safety during trips out, and they take part in regular fire drills. They also learn to take safe risks, for example, when climbing on play equipment. Children's health is extensively promoted as children are encouraged to be physically active on a daily basis as there are regular outdoor activities, walks to the local park, shops and woods. The childminder promotes outdoor play all year round so that children experience a range of activities during the autumn and winter months to foster good health. Younger children also have opportunities to have a restful sleep, helping them to re-energise. All children have a very good range of healthy foods and snacks and on a number of occasions they make their own snack and lunch. This encourages children to eat a range of healthy foods. Meal times are an enjoyable and social time as the childminder encourages children to recall recent events or activities that they have experienced, such as trips to the children's centre or local country park.

Partnerships with parents are exceptional as the childminder fully informs parents about their child's daily care. There are regular text messages, photographs, verbal discussions and written communication. Parents particularly value text messages as the instant communication enables them to share their child's daily experiences. The childminder has

developed very good working relationships with other early years providers who are involved in the child's care. Regular information is exchanged and development reports are written in consultation with other professionals.

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

The childminder, although newly registered, has previous experience and knowledge of caring for children and how they learn. This results in her being able to provide excellent experiences for children and enables them to settle quickly and make rapid progress. She promotes children's safety and well-being through her exceptional organisation and comprehensive policies and procedures. Thorough risk assessments are carried out and clearly identify aspects of the environment that need to be checked on a regular basis. Outings are meticulously assessed to fully ensure the safety of the children. The childminder has an excellent understanding of procedures that help keep children safe and she clearly knows the procedures to follow in the event of a concern. There are clear policies with regards to the use of mobile phones and cameras, as a result children are kept safe at all times. The childminder skilfully manages her documentation to ensure she focuses her time and attention on the children. All children's documentation and records are kept up-to-date and professionally maintained, with all the required parental consents and information in place. As a result, children's safety is exceptionally well managed.

Self-reflection and continued professional development are integral features within the childminder's practice. The childminder implements her own ideas and shares good practice with other childminders, such as evaluating the quality of each other's practice and sharing activity plans. She is rigorous in evaluating her practice, including the effectiveness of how she supports children to make developmental progress, for example, she assesses the quality of resources and the activities she provides. Suggestions and input from parents, children and advice from the early years team from the local authority are welcomed and immediately acted on. Parents complete a monthly evaluation form to help the childminder review her practice. The childminder has completed mandatory training and she has identified further training needs, such as supporting young children's behaviour. This demonstrates a strong commitment to maintaining existing high standards of care and education.

The childminder establishes excellent relationships with parents and other providers. Parents are fully informed about the childminder's role and they have clear expectations with regards how their child is being cared for and the activities that they experience. Parents are extremely complimentary about the childminder as written comments include that the home is very welcoming and there is a very good range of activities. They also comment that the childminder links children's interests to activities, for example, she planned activities around a robot theme and their child is very happy and making very good progress. The childminder works with local health professionals when required. She has established links with the local children's centre and childminding groups. The childminder understands the importance of working with local schools to promote effective and smooth transitions to school, supporting the next phase in the children's learning and cultural life.

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 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	EY459902
Local authority	Southend on Sea
Inspection number	908021
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
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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