

<b>Inspection date</b>	02/10/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
		3
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 is satisfactory**

- Children are welcomed into a clean, organised, safe and child-friendly environment. They can easily access a variety of quality toys and resources.
- Children are happy, settled and secure as they have formed close attachments with the childminder and her assistant.
- The childminder's practice is based on a sound knowledge and understanding of how children learn and develop. They are offered a range of learning opportunities and are making satisfactory progress.

#### **It is not yet good because**

- Children have few opportunities to play and explore with open-ended resources, such as treasure baskets, that contain everyday objects and natural play materials.
- Professional relationships and communication with parents is established. However, consistent opportunities for parents to support their children's learning at home are not yet fully embedded in practice.
- Learning potential in all seven areas has not yet been fully embraced outdoors as the provision of resources to enable children to routinely explore and discover is not maximised. There is a lack of visual prompts outdoors, such as, signs, print, pictures and numbers.
- Opportunities for children to make choices and develop their independence skills are not always supported as well as possible. For example, at snack time.

## 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 and toured the premises.
- The inspector held discussions with the childminder, her assistant and the children.
- The inspector viewed a sample of the children's development records.
- The inspector viewed evidence of qualifications of the childminder, risk assessments, policies and procedures and other documentation in relation to health and safety checks.

## Inspector

Lynn A Hartigan

## **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 works from the home of her assistant, who lives with her children aged six and nine years in a house in Stanway, Essex. The whole of the premises and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently nine children on roll, of whom six are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am 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:**

- ensure the different ways in which children learn are reflected in activities. For example, provide further opportunities outdoors for children to investigate the natural world through a wider use of resources and ensure it is rich in signs, numbers and words.

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

- develop further opportunities for parents to support their children's learning at home
- provide natural play materials and treasure baskets to enable children to explore and discover everyday objects, so that they can use their senses to stimulate open-ended play
- enhance opportunities for children to make choices and decisions. Consistently encourage and support children's independence, for example, at snack time.

## Inspection judgements

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

The childminder's practice is based on a sound knowledge and understanding of how children learn and develop. They are offered a range of learning opportunities and are making satisfactory progress. The childminder is an experienced and qualified childcare practitioner. Therefore, children are cared for by a childminder, who has an understanding of how to promote their learning. This is achieved well within the indoor learning environment. Children can select quality toys and initiate their own play. For example, children excitedly choose to set up a train set. They select the resources they need and work well together negotiating where pieces will go. The childminder is on hand for support. Children concentrate at this activity for some time. Language is encouraged and children talk about pieces being 'too long' or 'too short'.

Children have great fun taking part in their favourite interactive stories. The childminder uses props, such as hand puppets and children delight in taking part. Children confidently predict endings to the stories. They participate in creative activities that are adult-led, for example, they make hedgehogs from found materials, such as leaves and conkers. Children enjoy using these resources. However, there are few opportunities for children to routinely play with natural play materials, such as treasure baskets, which means that their imagination and open-ended play are not supported as well as possible.

Children's interests in super heroes are supported. For example, the provision of small world people and playhouses enable them to act out their imaginative games with their friends. They can also dress themselves when using role play costumes. Children sit and develop listening skills as they follow instructions when using construction toys and these are all good skills needed for children's future learning.

Outdoors, children enjoy using magnifiers to bug hunt, although, there are few resources for them to explore the natural world and it is not rich in signs, numbers and words. This means that consistent opportunities for children to actively learn outdoors are not yet embedded in practice. The garden is available to the children and they have a range of equipment available to them to support their physical development. For example, throwing balls accurately, balancing or running. Opportunities to discover and understand the world, mathematics, literacy and creativity is yet to be included within the daily planning to support children's learning.

The childminder has been working for a short while and has taken time getting to know the children. An initial assessment has been completed and she is fully aware of the children's abilities, likes and dislikes. Children's progress is documented within their own individual learning journals. Next steps in learning are identified and supported and photographs are used to evidence children's progress. There are some opportunities for parents to support children's learning and share what they know about their child. The introduction of 'wow' moments has been successful and children's achievements at home are now discussed. However, ongoing and consistent opportunities are not yet fully established, so children's learning is not promoted as well as possible. The childminder is

aware of the importance of early intervention and the requirement to complete a summary for children aged two years.

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

Children are settled, happy and confident in their surroundings. They have formed close attachments to the childminder and her assistant. This is because the childminder positively encourages a good settling-in process before the children attend. Opportunities to settle are tailored to meet the individual needs of each child. This supports a smooth transition from home to her care. As a result, children are keen to learn and participate in the activities offered.

The childminder is very calm and sensitive to the children's needs. She speaks softly to the children and they respond well and respectfully to her requests. Children's behaviour is good because they are busy and are familiar with the daily routines and know what is expected of them. The childminder is a good role model. Children are beginning to learn how to manage their own personal needs and safety. For example, they independently take themselves off to the bathroom and know to wash their hands afterwards. They practise fire drills and road safety is discussed when they walk outdoors.

The childminder ensures she is fully informed with regard to children's dietary requirements and food allergies, as this information is discussed and documented from parents when children first attend. Children are beginning to understand the importance of healthy eating. Posters in the playroom and conversation prompts children's thinking around healthy choices. Most children bring their own packed lunch and they sit comfortably to eat, chatting happily to their friends. However, children's independence, decision making and choices are not fully supported at snack time. For example, they are not encouraged to pour drinks or prepare the table or snack. Children enjoy fresh air and exercise daily as they play outdoors or walk to school to collect their friends.

The home is welcoming and stimulating for children. A range of quality resources indoors are easily accessible within a playroom. This enables them to select and initiate their own games. The childminder gives priority to children's safety. For example, risk assessments are completed and evaluated to ensure children play in a clean, safe environment. They know how to evacuate the premises if needed. Overall, children make progress in developing the skills they need for later life.

The childminder is beginning to establish links with other early years providers and makes full use of the facilities at the local children's centre, in preparation for supporting a child, who may attend another setting in the future. This ensures a consistent approach to supporting children's future learning.

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

The childminder provides a reasonable range of learning experiences, she is reflective and is beginning to evaluate and monitor children's progress. The childminder does have a

clear understanding of how children learn and has good expectations for the children in her care. Suitable partnership working with parents is encouraged and the childminder fully understands the importance of this to ensure children needs are identified and fully supported.

The childminder has completed safeguarding training. She has a sound understanding of her responsibilities to protect children's welfare and child protection policies and procedures that underpin practice are in place. Medication and accident procedures and thorough risk assessments means that children consistently play in a safe environment.

The childminder demonstrates a positive attitude to continuous improvement and is beginning to develop a self-evaluation process as she is aware of the positive impact this has on the children. For example, the childminder is planning to offer regular newsletters for parents detailing useful information. The childminder has fully embraced the importance of working in partnership with parents. They are warmly welcomed into the home and they are encouraged to share any skills or experiences they may have with the children. Verbal feedback is given daily regarding their children. The childminder understands the importance of working with other providers, who may share care of the children.

### **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

<b>Unique reference number</b>	EY461692
<b>Local authority</b>	Essex
<b>Inspection number</b>	913113
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	11
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto: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, 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.

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

