

Inspection date	05/09/2014
Previous inspection date	15/09/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 childminder has a good knowledge and understanding of how children learn. She provides a high-quality, play-based environment, with rich opportunities for children to investigate across the prime and specific areas of learning. As a result, they make good progress in their learning.
- Partnerships with parents are excellent, ensuring children's individual needs are identified from the beginning and well supported through their time at the setting.
- Children are kept safe in an environment, which is secure and stimulating. The childminder demonstrates an excellent knowledge and understanding of safeguarding procedures and all other aspects of safety.
- Children are very happy, self-assured and confident. They benefit from a highly motivated childminder who knows children well and provides excellent care and education.

It is not yet outstanding because

- The childminder does not always extend children's creativity to its utmost.

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 the childminder engaging in activities with the children and discussed the learning that was taking.
- 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.
- The inspector took account of the views of parents.

Inspector

Jill Hardaker

Full report

Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children, two of whom are adults and one aged 13 years, in a house in Stretthall, Essex. The whole of the ground floor and the rear garden are used for childminding. The family has two dogs, two rabbits and a pony as pets. The childminder attends a music group each week and visits the farm, on which the house is situated, daily. There are currently three children on roll. All of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7.45am to 9am and from 4.30pm to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is also registered with Ofsted to provide childcare on domestic premises. She is a member of the Professional Association for Childcare and Early Years and the Pre-school Learning Alliance.

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 creativity further, for example, by encouraging them to freely paint and draw, rather than providing printed sheets and pre-cut shapes.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She supports children's learning and development well through quality, play-based learning opportunities both in and outdoors. For example, she provides butterfly eggs for children to experience first-hand the life cycle of butterflies. This allows children to discuss changes and to extend their vocabulary, as they talk about caterpillars, chrysalises and butterflies. Therefore, children are developing their understanding of the world and their vocabulary well. Further activities around this theme, such as making butterfly wings and dancing round the garden, allow children to be expressive in the movements they make. Children thoroughly enjoy this experience. Painting butterflies give children the opportunity to look at colour and pattern, and discuss what they see. However, because these are pre-cut shapes and printed sheets children's creativity is not extended to the maximum potential, by allowing them to freely paint and draw. Children demonstrate a good understanding of mathematics. The childminder very effectively promotes mathematics through displays, games and conversations. Children engage in puzzles that effectively challenge them. The childminder supports children as she suggests they look at the shapes of the pieces. This enables children to begin to solve problems effectively. Children show a good understanding of measurements as they use words, such as wide and skinny, to accurately describe the margins round the puzzle they

are completing. Therefore, children are developing the skills in readiness for school very well.

The childminder's use of effective questions enables the children to engage in sustained conversations. For example, as they share stories, the childminder asks children questions about what they see and what they think the characters in the story are feeling. The children talk about being kind and sharing with their friends. Children thoroughly enjoy this activity, refusing to go home until the story is finished when their parents arrive. The childminder encourages young children to find their voice. As babies and young children babble, they use expression and intonation in their speech. The childminder gets to their level and engages with them, encouraging children to keep talking to her. Consequently, children continue experimenting with their voice and very much enjoy this interaction. Therefore, they are effectively developing their communication and language skills.

The childminder undertakes effective, well-focused assessments of learning. This means she is able to monitor every child's ongoing development closely. Assessment is consistent and includes the mandatory progress check for children aged between two and three years. Regular learning summaries are shared with parents, who also share information with the childminder on children's development. The childminder identifies and records the next steps in children's learning, which she shares with parents who support these targets at home. Parents regularly add comments which contribute to children's learning records. By working closely together, parents, the childminder and other professionals involved in the children's lives share pertinent information relating to the child's learning and development. This means that gaps in learning are identified easily, and measures are put in place in order to close them. The childminder provides a transition summary when children move to other settings. Therefore, promoting continuity of learning and ensuring children are well prepared for future learning.

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

Children are extremely happy and enjoy their time with the childminder. The personal, social and emotional development of children takes priority. Expectations of behaviour are high and consistent. As a result, children's behaviour is exemplary. The childminder is an excellent role model, showing respect for the children and supporting them very well. Children enjoy the security of routines and the flexibility to choose where and with what they want to play. The childminder helps children to recognise their achievements and abilities, enabling them to build their self-esteem and self-assurance. For example, she displays children's work on her walls and draws children's attention to it with pride. This clearly enables them to develop confidence and pride in their achievements, which assists them with later moves on to pre-school or school. All-important information is shared very well between parents and the childminder. This aids the childminder in understanding each child's individual care needs. As a result, children demonstrate an exceedingly strong sense of security.

The childminder promotes children's healthy lifestyles exceedingly well. Children are highly independent with their own personal care routines. They know they must wash their hands after messy play, going to the toilet and before eating. Consequently, children are

learning how to keep themselves safe by dealing with their own hygiene needs. They enjoy an excellent range of healthy options at snack and meal times. They have access to drinking water throughout the day, which ensures they are never thirsty. The childminder provides a range of healthy, home-cooked meals. This provides children with a well-balanced, nutritional diet that meets their individual needs, helping them to grow and thrive.

Children benefit from fresh air and exercise as the childminder actively uses the outdoors to enhance the children's enjoyment of the natural environment. Children enjoy regular opportunities to take part in planned activities in the extensive garden and walks round the local working farm. These opportunities enable the children to develop their physical skills, and they understand about taking risks while playing in a well-organised and safe environment. The childminder's garden is safe and secure at all times, allowing the children to move around freely and explore. An excellent range of resources promote their all-round physical development, such as a climbing frame, swing, balls and hoops.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are effective procedures and clear processes in place, which underpin the safe, efficient operation of her service and help to ensure the well-being of children. The childminder shares these with parents, so that they fully understand her responsibilities. She has a good understanding of safeguarding issues and is aware of procedures to follow if she has any concerns about a child. The childminder has a current paediatric first-aid qualification, so she is able to give suitable treatment in a medical emergency. Risk assessments undertaken of the home, garden and any trips off site mean that children are always protected from potential hazards. The well-being and welfare of children remains paramount in the day-to-day management of the childminder's setting.

Since the last inspection, the childminder has developed effective systems to enable parents to contribute to their child's learning and development records. Her observations and assessments of children clearly cover all seven areas of learning, and these are used to make precise assessments. The childminder regularly reviews the impact of her teaching and learning on the children. This aids her in establishing activities and learning environments which work best to support the children's interests, increasing abilities and skills. The childminder is proactive in continuing her professional development and, subsequently, attends many relevant training courses. As a result, she continues to inform and extend her existing skills, providing productive learning opportunities and experiences for the children in her care. The childminder is realistic when reflecting on her practice and, therefore, accurately identifies strengths and areas for forthcoming improvement. She regularly seeks feedback from parents and children about the service she provides, and treats their suggestions with respect. She uses any information from children and parents to help her enhance and adapt her service to meet the children's needs effectively.

The childminder encourages positive partnerships with parents and other early years providers. This two-way flow of information is organised well and keeps everyone regularly updated about the child's progress, development and changing needs. As a result, partnership working is effective and children benefit from a consistent approach to their learning and development. Parents are full of praise for the care and opportunities their children enjoy with the childminder. Parents speak positively about how the childminder uses the beautiful rural setting, adjacent farm and extensive countryside. They feel this has an extremely positive benefit to their children's education, health and well-being. The childminder is not currently caring for any children with special educational needs and/or disabilities. However, she is aware of the importance of working with parents and other professionals to make sure the needs of such children are met appropriately.

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	149484
Local authority	Essex
Inspection number	864010
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	15/09/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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