

Inspection date	24/09/2013
Previous inspection date	Not Applicable

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		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 a thorough knowledge and understanding of the requirements of the Early Years Foundation Stage. She has an exceptional understanding of how children learn, which means that they are making excellent progress in their learning and development.
- Children's safety and security are of paramount importance to the childminder and she carries out comprehensive risk assessments inside and outside of the setting. This ensures that children are very well protected at all times.
- Highly effective communication with parents ensures that children's learning needs are identified from the beginning and are supported throughout their time at the setting. Parents' views and opinions are constantly sought through regular feedback, questionnaires and discussion. This ensures that all children's needs are successfully met to the highest possible standard.
- The childminder is committed to continually developing her service. She effectively monitors the professional development of her assistant and herself. She is proactive in seeking training courses to enhance their knowledge and skills. As a result, she is able to provide a rich and varied programme of experiences for children in all areas of learning.

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 lounge and garden of the childminder's home.
- The inspector spoke with the childminder, her assistant and children.
- The inspector took account of parents' views by reading feedback and questionnaires.
- The inspector looked at policies and procedures, registers, risk assessments, children's development records and all relevant documentation.

Inspector

Jenny Forbes

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 husband, who is also her assistant and child in a house in Chafford Hundred, Essex. The whole of the ground floor and an upstairs bedroom are used for childminding. There is an enclosed garden available for outdoor play.

The childminder attends a toddler group and activities at the local children's centre. She visits the library and parks on a regular basis. The childminder collects children from the local schools and nursery. The childminder supports children with special educational needs and/or disabilities.

There are currently seven children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder provides her service all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder also offers extended hours and overnight care.

What the setting needs to do to improve further

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

- review arrangements in the garden to enable children to continue to enjoy their learning experiences outdoors all year round.

Inspection judgements

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

The childminder has an excellent knowledge of the requirements of the Early Years Foundation Stage and her practice is inspirational. She has an expert understanding of how young children learn and provides highly effective activities and experiences to extend their learning in all seven areas. She carries out excellent weekly observations and assessments, which complement the information gained from parents regarding their children's starting points. This ensures that children make exceptional progress from the beginning of their time in the setting. The childminder involves parents in all aspects of children's learning and development by providing them with two-way communication books and invites their comments on tracking sheets. These detail children's daily experiences and routines and parents are encouraged to add comments about children's experiences and development at home. Interesting learning journals and scrapbooks show

how children are developing over time. Children's assessments are supported by the use of tracking documentation, such as the 'Every Child a Talker' programme and the local authority developmental charts. The childminder uses her tracking to competently identify children's next steps in their development and learning. The childminder has high expectations of children in her care and she produces extremely effective plans for an exciting variety of activities and experiences, supported by an extensive range of excellent high quality resources.

Children enthusiastically make choices over their play and learning indoors, as they confidently select resources from the low-level storage units available to them. Trays of resources are clearly labelled to enable children to easily self-select and a range of interesting books are constantly available. Children point to letters they recognise as the childminder reads to them an ABC book. Older children learn the sounds that letters make and how to count to five in readiness for school. The childminder asks open-ended questions, introducing mathematical concepts, such as, colours, shapes and sizes. She constantly engages children in conversation and paraphrases their responses, which increases their understanding of vocabulary and promotes their speaking and listening skills. Children with special educational needs and/or disabilities are extremely well supported in their learning and development as the childminder seeks appropriate interventions and support from a variety of professionals.

A range of high quality resources are available for children's play, development and learning in the childminder's garden. The small trampoline is an excellent resource for developing children's physical and sensory skills as they sit and concentrate in fascination feeling the vibrations when they stop bouncing. Small children giggle as they run around trying to catch bubbles as they float up into the air. They squeal with delight as they splash their hands in water and play with plastic ducks. The childminder extends their play with a counting song about a mother duck and her young. Children learn how to care for plants as they sow seeds and water them while they grow. They learn about the world around them when they make a jungle from the plants they have grown and add wild animal toys and they role play with their faces painted. Children have frequent access to the garden, particularly in the spring and summer. However, although there is a large decked area ideal for table top activities, there is no shelter to afford some protection from the elements in the wet and windy months.

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

Children form close, positive relationships with the childminder and her family. They demonstrate a strong sense of security because the childminder works closely with their parents to ensure they receive continuity in their care and learning and are quickly settled. They run eagerly into the setting giggling with excitement because they know they are going to have fun. Children feel safe and secure and they behave exceedingly well. The childminder is an excellent role model for children as she leads by example, teaching polite manners and setting firm boundaries. Any negative behaviour is expertly managed in a calm and positive manner, with regular praise and encouragement. The childminder displays a reward chart set with targets for children to reach and they receive stars when

they meet their goals. This gives children encouragement and raises their self-esteem. Children learn to keep themselves safe as they are guided to use resources correctly and are supported to take well supervised risks as they explore and investigate. Children are encouraged to wash their hands regularly and they use paper towels for drying, which prevents cross-infection. The childminder explains to them the importance of washing their hands after playing or using the bathroom and before eating.

The childminder provides a highly stimulating environment and there is an excellent range of resources to meet all children's learning needs. The childminder provides a special place for children to keep their coats and bags, which gives them a sense of belonging. They have their own noticeboard to display their artwork and creations. Children enjoy the soothing sensory environment provided for them when they settle down to rest or sleep. The childminder provides children with nutritious meals and snacks and works closely with parents to ensure individual dietary needs are met. Children are taught the benefits of eating healthily by the provision of visual displays and discussions about the food they eat. Children have superb opportunities to play in the fresh air and exercise in the local parks. Children love to explore the local nature reserve as they feed the ducks and geese and make a 'bug hotel', which promotes their understanding of the world around them.

Robust risk assessments are carried out on outings and children wear high visibility vests to ensure they can easily be seen. Thorough daily checks ensure that any hazards in children's environment are removed or minimised and safety gates prevent their access to areas that could present a hazard, such as kitchen and stairs. External doors are kept locked when children are in the setting and all visitors' identification is checked. Fire drill procedures are carried out regularly and ensure that children and adults know what to do should an emergency occur. The childminder thoroughly understands the importance of preparing children well for their next stages in learning. She supports their transition to other settings by arranging visits, introducing children and helping them to interact with new people. The childminder uses puppets and role play to help children feel comfortable about the changes ahead.

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

The childminder has an in-depth knowledge and understanding of the requirements of the Early Years Foundation Stage and is extremely well organised. She regularly undertakes written observations of children as they play and assesses their development. She expertly tracks children's progress and plans for the next steps in their learning and development, taking into account their interests and contributions from parents and other professionals. She works closely with other settings children attend to ensure there is continuity across all settings and at home. Children's learning is extremely well documented and parents are kept fully aware of their children's development through carefully phrased observation notes linked to the Early Years Foundation Stage, photographs and samples of children's work. Parents are able to contribute by using a communications book that passes daily between the setting and home. Parents are exceptionally well supported as the childminder finds out through researching the internet and asking other professionals

where parents can find support and information if they have a concern about their child's development. The childminder keeps a communications log where she notes down any contact with other professionals with response times and outcomes. Parents write heartfelt recommendations about the childminder's excellent service and say they consider her to be 'outstanding'.

The childminder is dedicated to her work and is passionate about providing the very best learning environment for children in her care. She evaluates and monitors the educational programmes and continually provides new resources to meet the changing needs of children. She has years of experience working with early years provisions and professional advisors and she uses her transferable skills highly effectively in her own setting. The childminder is well qualified and highly motivated to continuously improve and develop her setting. She achieves this by seeking and undertaking training to support her own professional development and that of her assistant. This has a positive impact on the already outstanding service provided for children and their families. Her thorough self-evaluation takes into account the views of parents and children, her assistant and other professionals. She carefully monitors her own practice by measuring it against quality improvement criteria and she continually strives to improve the service she provides. She has a very strong drive for improvement and knows fully where she wants to make changes.

The childminder has an excellent knowledge of safeguarding and there are highly effective measures in place to protect children. Policies and procedures are regularly reviewed and shared with parents. Safeguarding children is paramount and the childminder demonstrates an excellent understanding of her role and responsibility in protecting children from abuse and neglect. Clear, concise written documentation is in place to support any safeguarding issues and all contact details for the relevant agencies are accessible at all times. The childminder strives to offer care that is accessible for all and she is proactive in presenting activities and experiences that reach across a variety of cultures. For example, parents are asked to dress their children in their own cultural dress, so that children can learn about differences and the childminder teaches herself to cook a variety of dishes from other cultures. Children are extremely well prepared for school as the childminder provides opportunities and activities to promote learning. She teaches children about the sounds of letters, how they are formed and how to recognise and count with numbers. Children practise pre-writing skills and learn to read simple words.

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	EY457948
Local authority	Thurrock
Inspection number	911112
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	11
Number of children on roll	7
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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