

Inspection date	28/01/2013
Previous inspection date	10/11/2011

The quality and standards of the early years provision	This inspection:	3
	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

- The children relate well to the childminder. They confidently approach the childminder for support indicating that trusting relationships are built.
- Children are learning the importance of good personal hygiene through daily routines.
- The childminder offers the children regular opportunities through visits, outdoor play and swimming to practise and develop their physical skills.

It is not yet good because

- The childminder's paediatric first aid training has expired.
- The childminder is not analysing the observation and assessments to identify the next stage in children's learning in order to continue extending their skills and abilities. Also parents are not encouraged to contribute to their child's ongoing assessments.
- Children do not have access to a varied range of toys and resources that reflect positive images of the wider community.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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's interaction with the children.
- The inspector observed how the children interacted with the childminder.
- The inspector examined the childminder's documentation including her training certificates and children's observation and assessment records.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

The childminder was registered in 1993. She lives with her three adult children in Plaistow in the London Borough of Newham, within easy walking distance of shops, parks, nurseries and schools. The whole of the ground floor of the childminder's home is used for childminding. The toilet facilities are on the first floor of the premises. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both parts of the Childcare Register. There are currently three children on roll, two of whom are in the early years age range. The childminder regularly takes the children to local toddler groups and parks. The childminder walks to local schools and nurseries to take and

collect children. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- complete an appropriate first aid training approved by the local authority and it must be relevant for workers caring for young children (also applies to both parts of the Childcare Register)
- analyse your observation and assessments to help you know what next to plan for children's individual learning and developmental needs in order to extend their skills

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

- extend the range of anti-discriminatory toys to include resources that reflect positive images of gender and disability
- involve parents in their child's ongoing observation and assessments.

Inspection judgements

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

The childminder warmly greets children and their parents when they arrive. Young children separate from their parents without any prompting and with support from the childminder they steadily approach the activities that are set out for them. Young children are beginning to develop their own preferences and make choices for themselves as they regularly choose books and show interests in playing with musical instruments. The childminder acknowledges the children's individual needs and caters for this during the daily session. For example, she organises the day around the needs of the children. She ensures that any plans for outdoor activities and visits take place before or after children's sleep and meal times. The childminder has put in place a system for observing and assessing children's development and achievements. She observes children during play and keeps a note of children's capabilities. However, the childminder is not yet effectively analysing her observations to identify the next steps in children's learning in order to extend on children's abilities.

On the whole, the childminder understands the stage of development that the children are at in regards to their social, physical and communication and language development. She

is able to demonstrate in practice the basic methods and activities that she uses to support the children in those particular areas. For example, the childminder label objects and resources to help build children's vocabulary. She gives children simple instructions, which they respond to. Thus demonstrating their ability to listen well and understand simple instructions. The childminder also takes children to local toddler groups. This helps them to interact with other children and develop important social skills such as, sharing and taking turns. The childminder works with parents to obtain information about children development at home and together they work out a consistent approach for promoting young children's communication and language development. In this way, parents are generally involved in their children's development. However, some parents have not been given the opportunity to view their children's observation records or to contribute to their children's ongoing assessments.

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

The childminder makes children feel welcome when they arrive in the morning. She helps them to take their coats off and attends to their personal needs. Children benefit from the positive interaction they receive from the childminder. This enables them to gain a sense of trust. Children enjoy cuddles and the close relationship they have with the childminder. She treats children as individuals and acknowledges their differences and preferences. For example, she ensures that the activities and resources she sets out for the children include their favourite play equipment. Parents exchange ideas with the childminder about opportunities to develop children's awareness of other cultures, such as Caribbean and African folk songs. They provide the childminder with a selection of compact discs to enable the children to listen to music from their culture. The childminder also sings traditional Caribbean rhymes to the children. This helps the children to understand their own culture and learn to appreciate other cultures. Children can see some resources that reflect positive images of race. However there are few that reflect positive images of gender or disability to enable the children to develop a better understanding of diversity.

Children benefit from having access to a designated play room, which is appropriately organised in ways that enable children to develop independence skills and make choices about their play. Children are beginning to learn about the importance of a healthy lifestyle. The childminder supports young children to develop good personal hygiene by ensuring their hands are washed before eating meals and using anti-bacterial wipes to clean their hands after a nappy change. Children have regular opportunities for exercise and fresh air when going to the park, toddler group and playing outside in the garden. The childminder also takes children to toddler swimming sessions. This helps them to practise and develop physical skills. The childminder provides snacks that enable children to develop healthy eating habits. She ensures that fresh drinking water is available to the children at all times so that they do not get thirsty. Children are helped to become familiar with the emergency evacuation procedures because the childminder regularly practises the fire drill with them.

The effectiveness of the leadership and management of the early years

provision

The childminder has a sufficient knowledge of safeguarding issues including the procedures to follow if she has any concerns about a child in her care. She has taken appropriate steps to reduce the risk of potential hazards to children indoors. The childminder has now put in place clear procedures for outings as she assesses the risks to children prior to taking them out on trips. For example, she generally checks the safety of the venues before visits; considers the suitability of the journey for children and checks the equipment before they use it. The childminder's paediatric first aid training has expired. This means that she has breached a welfare requirement. However, the childminder is able to demonstrate sound knowledge of the procedures for administering basic first aid to children. For instance, if they sustained an injury or in the event that a child stops breathing. She also keeps fully stocked first aid contents for indoors and when taking children on outings to treat minor cuts and bruises. As a result of this, the impact to children's health and wellbeing is minimal.

The childminder's partnership with parents is positive. Parents provide appropriate and relevant information about their children to the childminder. This helps to ensure that the children receive individual care according to their needs. The childminder gives daily feedback to parents at the beginning and also at the end of the day, which helps to provide children with consistent care between home and the setting. The childminder has adequately addressed the action and most of the recommendations raised at the previous inspection. However, the system for observation and assessment and parents' involvement in their children's learning and development is not fully met. The childminder demonstrates a reasonable understanding of her role in supporting children's learning and development through conducting observation and assessments to identify their achievements. Also there is some evidence of planned and worthwhile activities that the childminder provides to meet the needs of the children. This enables the children to make satisfactory progress. The childminder is aware of her strengths in childcare practices. She is beginning to identify areas of her practice to develop further in order to improve outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure completion of an appropriate first aid qualification (Welfare of the children being cared for) (compulsory part of the Childcare Register)

- ensure completion of an appropriate first aid qualification (Welfare of the children being cared for) (voluntary part of the Childcare Register)

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. 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.

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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	132523
Local authority	Newham
Inspection number	813778
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	10/11/2011
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 that are usually their 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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