

Inspection date	13/01/2015
Previous inspection date	12/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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		2
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 takes account of children's interests and provides them with purposeful experiences to support and extend their learning.
- Children enjoy their time at the setting because they have lot of opportunities to play with their favourite toys.
- The childminder takes part in children's role play to maintain their interests and further support children's communication and language skills.
- Children develop a healthy interest in books and enjoy listening to stories.

It is not yet outstanding because

- Children have fewer opportunities to see positive images of different races and cultures in the setting to promote their understanding of diversity.
- The childminder misses opportunities at times to fully involve parents in their children's 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 held discussions with the childminder.
- The inspector observed the childminder's interaction with the children during some activities.
- The inspector sampled documentations, including procedures for risk assessment, children's registration forms, observation records, training certificates and the safeguarding and complaints policy documents.

Inspector

Jennifer Liverpool

Full report

Information about the setting

The childminder registered in 1992. She lives with her adult son in Forest Gate, in the London Borough of Newham. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She currently has two children in the early years age group on roll. All children attend on a part-time basis. The childminder regularly takes children on visits to toddler groups, the library and local parks. She is a member of a childminder network group.

What the setting needs to do to improve further

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

- strengthen children's awareness of diversity by providing positive images and resources that reflect different people, cultures and the wider community
- maximise opportunities for parents to contribute towards their children's development records to further engage them in their children's learning.

Inspection judgements

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

Children benefit immensely from playing in a well-organised environment as the childminder safely stores toys in low-level storage units. As a result, children have easy access to toys and can make choices about their play and learning. The childminder has a good knowledge of individual children's achievements and developmental needs through her regular observations and assessments of their progress. She makes effective use of daily routines and activities to promote children's learning. Childminder takes account of the children's interests by providing resources that they are keen to use and play with. This helps children to enjoy their learning and time at the setting. Consequently, children are making good progress.

Childminder interacts with the children well. She supports their communication and language development in role-play opportunities, for example, by asking questions and encouraging them to respond. Consequently, children are learning to develop their vocabulary through talking and joining in conversation with adults and other children. At times, the childminder uses her first language when talking to children. This helps children to become aware of other languages and how they are spoken. Children enjoy listening to

stories and learn that books are enjoyable and fun, particularly when the childminder reads from their favourite books. Children learn how to handle books and turn the pages, thus demonstrating good handling skills.

The childminder supports children in developing counting skills during play activities and at routine times. For example, the childminder introduces opportunities for children to count when selecting fresh fruits for snack time, climbing steps and playing with blocks. Children have access to a suitable range of cultural clothing and they occasionally experience tasting of foods from other cultures, such as chapattis and Indian cakes. However, the childminder provides few resources in her setting which reflect positive images of different races, cultures and people with disability.

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

Children develop a close and trusting relationship with the childminder because she is caring and attentive to their individual needs. This helps children to develop an awareness of feeling valued as individuals. The childminder regularly takes children to the local toddler groups so that they can take part in group activities with other children. As a result, children develop friendships with other children beyond the childminder's setting. Children learn to behave well because the childminder manages their behaviour effectively through distraction and simple explanation, which is appropriate to their age and understanding. Children's self-confidence is growing in response to the childminder's praise and encouragement. The childminder works closely with parents to support children in developing their personal independence. This helps children to acquire the skills they need for the next stage in their development.

Children learn to eat healthily as the childminder provides them with a variety of healthy snacks each day. The childminder understands how to reduce the risk of cross-contamination or spread of infection to children through good daily routines. For example, she wears disposable gloves when changing children's nappies, cleaning the kitchen worktop surfaces and changing mats before and after each use. The childminder ensures food brought in by parents is stored at an appropriate temperature to prevent it from spoiling. Children receive good support from the childminder to help them learn the importance of good personal hygiene. This helps to promote their self-care skills. Children enjoy regular opportunities to take part in physical play indoors and outdoors. For example, the childminder provides music and movement sessions so that children can dance and exercise. Also, children use a range of equipment in the outdoor play areas, which enables them to practise and develop their physical skills.

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

Children's welfare is promoted well because the childminder ensures precautions are put in place to reduce accidents indoors and keeps children safe when out on trips. The childminder has a secure understanding of child protection issues and knows how to

proceed if she has any concerns that a child is at risk of harm. The childminder keeps and maintains relevant records, including a daily register that gives an account of the children's attendance, particularly in the event of an emergency evacuation.

The childminder attends courses, such as paediatric first aid training, and food and hygiene to develop her skills and to keep up to date with practices. This ensures that she is able to provide good care for the children she looks after. The childminder has addressed the actions and recommendations set at the last inspection. As a result, children's good health is maintained and their independence and skills are encouraged. The childminder is keen to continue to develop areas of her practice through obtaining support from the local authority and other providers to further improve the outcomes for children.

The childminder is developing good relationships with parents as she respects their wishes and meets their children's individual needs accordingly. However, at times, she misses opportunities to encourage parents to contribute fully to their children's ongoing assessments. Nevertheless, she gathers information from parents about their children's development at the start of their placement in order to meet children's individual needs. The childminder provide parents with written policies so that they understand the provision of care provided for their children. Furthermore, she completes a daily diary for parents giving them information about their children's daily routine and activities. This helps to promote consistency of care for 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	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	132651
Local authority	Newham
Inspection number	845642
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	12/03/2009
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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