

Inspection date	05/11/2014
Previous inspection date	17/02/2009

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 requires improvement

- Resources are generally plentiful and easily available in the front room, and outdoor play shed which interests children and develops their independence.
- The childminder has established caring, affectionate relationship with the children; therefore, they are happy and settled.
- The childminder has attended many recent training courses to develop her professional knowledge and to improve outcomes for children.

It is not yet good because

- The childminder does not ensure people left in sole charge of children hold a current paediatric first-aid certificate.
- The childminder uses an assistant who is not known to Ofsted in this capacity or role, to care for children when she is not present.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed interaction between the childminder and children.
- The inspector examined a range of documentation including children's files.
- The inspector examined resources and safety of the premises.
- The inspector discussed the range of foods and their nutritional value offered to children.
- The inspector discussed the range of activities and outings children are taken out on.

Inspector

Caroline Preston

Full report

Information about the setting

The childminder registered in 2000. She lives with her husband and adult children in Dagenham, in the London Borough of Barking and Dagenham, close to shops, parks and local transport links. The whole ground floor of the childminder's home is used for childminding purposes and there is a fully enclosed garden for outside play. The childminder currently cares for two children in the early years age range. The childminder is registered on both the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- ensure that any assistant who is left in sole charge of children for any period of time holds a current paediatric first-aid certificate
- ensure children are not left in the sole care of any other person apart from an appointed assistant who is known to Ofsted in this capacity and with prior permission from parents

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

- further develop systems to ensure parents contribute to children's ongoing assessments
- further develop procedures to ensure fire drills are documented
- ensure all required car documents are in place for the transporting of children in the car.

Inspection judgements

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

The childminder offers children adequate learning opportunities, which means they develop and learn from their initial starting points in learning. She undertakes initial observations and assessments of children so she is aware of what stage they are at when they begin with her. She continues to adequately monitor children's progress and puts

suitable steps in place for their next stage of development.

Overall, the quality of the childminder's teaching is sufficient to help children make suitable progress. She provides children with appropriate opportunities to develop their communication and language skills. For example, she talks to them during play activities, which helps to prompt their language development further. She reads stories to children and takes them to the library; this helps to develop their early literacy skills. The childminder offers children suitable resources to promote their understanding of mathematics, such as different sized stacking shapes and blocks. As a result, they learn about shape, space and size. She also introduces some mathematical language.

The childminder encourages children to select toys from the large plastic boxes in the front room and well-resourced play shed in the garden. This helps children to make their own choices and develops their independence skills. She offers them suitable activities to promote their physical development. For example, children develop their coordination skills as they sit on the large springy zebra and attempt to control their balance. The childminder provides suitable opportunities for children to manoeuvre small buggies skilfully and to complete shape sorters. Children enjoy engaging in role-play scenarios using large indoor tents and dolls; they use their imagination well. The childminder takes children out to places of interest, such as playgroups, the park, libraries and to meet other childminders. This helps children to socialise with others and learn about the world around them.

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

The childminder has established caring, affectionate relationships with children. As a result, children are generally well settled and happy, even those children who do not attend regularly. The childminder is a suitable role model to children. She is kind, caring and has a professional manner with the children. Young children begin to learn about boundaries of behaviour because the childminder reminds them of behaviour rules during play.

The childminder teaches children about the wider world effectively. She introduces them to different festivals and cultures, for example, Diwali and Black History month. Children learn new ideas through the use of simple picture flash cards, which the childminder uses suitably to promote discussions about the festivals. She introduces children to different cultural foods, such as fried plantain, in relation to the celebration of Black History month. She provides children with a sufficient range of toys that reflects differences in other peoples' culture and backgrounds. This helps children to develop positive attitudes towards others.

Children learn about healthy lifestyles. For example, the childminder provides daily outdoor play opportunities. She offers children healthy nutritional foods, drinks and snacks, which promotes their well-being. Children learn about hygiene routines. For example, the childminder teaches them to wash their hands before and after eating, and after using the toilet.

The childminder provides a suitably well-resourced home and garden area. This means that children benefit from using an adequate range of resources and learning opportunities. As a result, children are prepared for their next stage of learning.

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

The inspection took place following information received regarding the childminder's husband being left in sole charge of the children when the childminder is not present on the premises. The inspection findings concluded that the childminder has left her husband in sole charge of children while undertaking school runs. Her husband is not currently employed as an assistant and does not hold a current paediatric first-aid certificate. As a result, the childminder is not fully safeguarding the children appropriately. This is a breach of the safeguarding and welfare requirements and associated requirements of the Childcare Register. Nevertheless, the childminder supervises children at all other times and responds to any accidents or incidents immediately as they are always close to her. The childminder informs parents of any incidents that may occur during the day, so they are fully informed.

The childminder has a suitable understanding of her responsibilities in meeting most of the safeguarding and welfare requirements and the learning and development requirements. The childminder has a sufficient understanding of most safeguarding procedures. For example, she knows how to identify any concerns and to report these to the relevant agencies to safeguard children's welfare. She undertakes adequate risk assessments inside the home, outside in the garden and when on trips, which help to keep children safe. Children learn about safety because the childminder reminds them during play of any possible dangers.

The childminder monitors and assesses her childminding practice sufficiently so that she can help children learn and develop. This enables her to adequately close any gaps in their learning and development. For example, she has developed her planning systems so that children can take part in contributing their ideas and interests. In addition, she offers a more suitable and inclusive range of resources and takes children out more regularly. This means that the childminder demonstrates the capacity to make improvements and uses an effective self-evaluation system to address any areas for development.

The childminder has improved her professional development by undertaking many different training courses to offer children better care and education. She has completed training in encouraging children to learn to play independently (heuristic play), mathematics, outdoor play and food safety. The childminder has established suitable relationships with parents. She speaks to them regularly and shares feedback on their children's progress. As a result, children receive sufficient help in their learning. The childminder has experience of working with external agencies, so is aware of the importance of building relationships to meet the individual needs of children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure children are only left in the sole care of a childminding assistant for a maximum of two hours when required and parents have given their prior consent for their child to be left with the assistant (compulsory 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	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	504385
Local authority	Barking & Dagenham
Inspection number	995701
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	17/02/2009
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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