

Inspection date	29/09/2014
Previous inspection date	10/04/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 acknowledges children's home language well in the setting.
- The childminder respects the choices children make, thus supporting them to be active learners.
- The childminder responds to children's interests by providing resources and planning activities to extend their learning and development.
- Children develop a good understanding of the importance of a healthy lifestyle through nutritious and balanced meals, discussions and daily outdoor play.

It is not yet outstanding because

- Children are not always encouraged to join in with their favourite stories in order to further develop their sense of the story and enhance their early literacy skills.
- Parents are not yet fully involved in the childminder's evaluation of her provision.

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 had discussions with the childminder.
- The inspector observed the children during play and the childminder's interaction with the children.
- The inspector sampled some documents, which included the attendance register, children's information records, observation and assessment records, safeguarding policies and the record of the risk assessment.

Inspector

Jennifer Liverpool

Full report

Information about the setting

The childminder registered in 1997. She lives with her husband, their four children and their one-year-old grandchild. The family lives in Barking, in the London Borough of Barking and Dagenham. Most areas of the ground floor of the house are used for childminding, except for the room located at the rear of the house. There is a fully enclosed garden for outdoor play. The family has a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for three children in the early years age group. The childminder regularly takes children to the local toddler groups and parks.

What the setting needs to do to improve further

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

- prompt children to respond to familiar stories, including pausing at intervals, to encourage them to predict what happens next
- encourage parents to share their views about the care and education their child receives.

Inspection judgements

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

The childminder has a good understanding of each child's learning and development because she regularly observes the children at play and uses her notes to assess their achievements. Since the last inspection, the childminder now plans purposeful activities based on what she has identified as the next stage in children's learning, as well as taking account of children's interests. For example, the childminder supports children's curiosity about trees and flowers through activities, such as planting sweetcorn in the garden and helping to water the plants to observe their growth. In addition to this, children enjoy pretend play where they act out well-known scenarios, such as hairdresser and client during role play. The childminder responds to the children's interests by getting involved in their play and finding resources that include hairdressing equipment to enable children to express their ideas. Children have safe and easy access to toys indoors and outdoors. This enables children to make choices about their play.

The childminder uses numbers in everyday conversation and she places number posters indoors and outdoors to spark children's interests. Children learn about size and shapes

through visual aids and during practical activities. They are beginning to match simple shapes with objects in their environment. For example, children said that a conker is round. The childminder supports children's communication and language skills well through a range of purposeful activities and experiences. This helps prepare children for the next stage in their development. The childminder now has good systems in place to support children who are learning to speak English as an additional language. For example, she uses cards with pictures and words written in both English and the children's first language to help develop their vocabulary. In addition to this, the childminder is also using the cards to help her learn some simple words in Portuguese so she can understand the children's basic requests. There are also labels on display of various community languages, including the children's first language. This means that children are beginning to feel a sense of belonging and are developing self-worth.

Children have access to a wide range of fiction and non-fiction books. They enjoy looking at books independently and sharing books with the childminder and their friends. Children demonstrate good book handling skills as they hold the book the right way up and carefully turn pages one at a time. The childminder encourages children to choose the books that they would like her to read. Children are beginning to listen to stories with increasing attention. The childminder promotes children's interests in books by reading their favourite stories to them and encouraging children to point to the pictures. Although at times children name some of the characters in the book, the childminder does not always fully encourage children's participation to enhance their literacy skills, such as by stopping at intervals and encouraging children to predict what happens next.

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

The childminder successfully works well with parents to obtain important information about the children so that she can meet their individual needs. For example, the childminder plans comprehensive settling-in arrangements with parents which help children to settle at their own pace. This includes introducing children and their parents to the new surroundings. This process provides parents with the flexibility to spend as much time with their children in the setting as they choose, and helps children to become aware of the daily routines at the start. Children benefit from receiving good support from the childminder that enables them to feel emotionally secure and to quickly build trustful relationships. The childminder gives equal attention to all children as she organises the day and plans activities that take account of the children's different needs.

Children are beginning to form relationships with other children at the setting because the childminder gives them the necessary support to learn to share toys and take turns during games. Since the last inspection, the childminder has developed positive behaviour management techniques to help children understand boundaries and why certain behaviour is not acceptable. For example, the childminder has drawn up a simple word and picture code of behaviour, which she uses to remind children about the rules at the setting. She has also introduced a 'feelings' mat where children can learn about their own feelings and how certain actions can make others feel. Children's behaviour is appropriate and they respond to requests for good behaviour. They benefit immensely from the

consistent praise, sticker rewards and the encouragement they receive from the childminder, thus promoting their self-esteem.

Children benefit from participating in the emergency evacuation procedures so they learn what to do in the event of a fire or emergency. They also receive gentle reminders to help them learn how to be safe. Children's good health is maintained because the childminder offers them healthy and nutritional balanced meals each day. Children enjoy eating a variety of fresh fruits, such as pomegranates, pineapples and strawberries that help to broaden their tastes. The childminder makes sure that fresh drinking water is available to children at all times and their cups are within easy reach for when they need a drink. The childminder now ensures that there is clear space on the worktop surface and keeps this clean for preparing and serving children's food. The childminder supports children to manage their own hygiene and personal needs at routine times. She helps children to learn how to protect themselves from the spread of germs. For example, she regularly explains why they must wash their hands after visiting the toilet, before eating meals and at other times. These daily procedures help to promote children's good health. Children have daily opportunities for outdoor play. They have access to a varied range of mobile play equipment, slides with safety mats, basketball net and balls. These activities help children to practise and develop their growing physical skills.

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

Children's welfare is safeguarded as the childminder has a secure knowledge of how to proceed if she has concerns about the well-being of a child. For example, she has a good understanding of the indicators that would cause concern and the recording and reporting procedures. This means that the childminder can act quickly if a child is at risk of harm and she now has suitable systems in place to support this. For example, the childminder has put a display of written notices to inform parents and visitors that mobile phones and cameras are not allowed to be used on the premises when children are present. The childminder regularly carries out risk assessments indoors and outdoors. She also carries out a risk assessment on the use of play equipment to help minimise potential hazards and help reduce accidents to children.

The childminder keeps and maintains a number of documents which help her to promote children's welfare. These include children's information forms with relevant details about their specific needs, the daily record of attendance, medication records and a valid public liability insurance certificate. The childminder has successfully addressed the actions raised at the last inspection. She now has effective procedures in place that have helped to improve the health and safety of the children. Also, the childminder has developed systems for using observation and assessments, which have enabled her to support and extend children's development and their learning experiences. In addition to this, the childminder now evaluates her practice and this has helped her to identify her strengths and ways to expand on her resources. However, the childminder does not encourage feedback from parents about the service she provides to further support and improve the future development of her setting. The childminder is continuing to pursue her

professional development. For example, she attends training courses to keep her up to date with changes in childcare practices and to broaden her understanding of the Early Years Foundation Stage and its requirements.

The childminder has established good partnerships with parents. She respects parents' wishes about their child's care and this enables her to support children's routine needs. She holds daily informal discussions with parents to help ensure continuity of care for the children. The childminder ensures that parents know how their child is progressing as she shares children's assessment reports with them. This enables parents to contribute to children's learning at home. The childminder displays her written policies, menu and activity plans in the hallway. This enables parents to be kept informed about their child's care arrangements and the procedures that the childminder has in place. The childminder demonstrates an understanding of developing partnerships with external agencies and other providers to promote progression in children's learning and development. She has regular contact with the local authority childminding coordinator and has links with local childminders to exchange ideas on activities to support children's development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	504405
Local authority	Barking & Dagenham
Inspection number	978455
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	10/04/2014
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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