

Inspection date	19/03/2013
Previous inspection date	09/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Met
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

- Children enjoy and learn from a wide range of purposeful activities, planned by the childminder.
- Children actively guide their learning, as they freely help themselves to toys.
- The childminder's positive attitude to developing her practice and taking training has improved the care and learning she provides for the children.
- The childminder is consistent in her approach to behaviour management and uses appropriate strategies that help children respond well to the guidance they receive.

It is not yet outstanding because

- parents are not encouraged to contribute to their child's ongoing observation and assessments.
- the current links with other early years providers are not fully established to support continuity in children's learning well.

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 the childminder's interaction with the children.
- The inspector had ongoing discussion with the childminder throughout the inspection.
- The inspector sampled documents including children's records and policies.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

The childminder was registered in 2003. She lives with her partner and four children in Hainault in the London Borough of Redbridge, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding and an enclosed garden is available for outdoor play. The family has two cats and a dog.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She regularly works with an assistant. The childminder is currently minding four children in the early years age group, some attending part time sessions. The childminder also offers care for children aged over five years old during before and after school hours.

The childminder takes children on outings to local toddler groups and parks. She also walks and drives to local schools to take and collect children.

What the setting needs to do to improve further

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

- encourage parents to contribute to children's ongoing assessments, in order to establish closer links between the children's home lives and time with the childminder
- develop stronger partnerships with other early years providers to support better continuity and progression in children's care and education.

Inspection judgements

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

Children have a trusting relationship with the childminder because she is warm, friendly and has a caring approach. The children develop a healthy dependence on the childminder and her assistant because they are responsive to the children's individual needs. Children feel a sense of belonging as they have space where they can hang their coats when they arrive and have access to their own towels for hand drying. Children's self confidence is encouraged as the childminder and her assistant value the decisions children make about their play. In addition to this, the childminder shares children's successes through displaying their paintings, and by showing children photographs of their achievements, thus enabling children to develop positive self-esteem.

The childminder has a good knowledge of each child's developmental needs when they start because parents are encouraged to contribute to an initial assessment of their children. The childminder uses this information as a starting point to observe and monitor children's developmental needs and to build on what they can do. The childminder carries out regular observational assessments and evaluates children's learning and development to plan purposeful activities. As a result, children are progressing well in their learning and development.

The childminder and her assistant help children gain useful skills in preparation for the next stage in their learning. Children's communication and language skills are developing well. For example, older children hold lengthy and meaningful conversations with adults about their favourite toys. Older children can name, recognise and match primary and secondary colours. They can also distinguish between light and dark green. Younger children are beginning to use three to four word sentences and they competently understand and respond to simple instructions.

Some children can count up to 20 and can recognise numbers up to 10. They are also beginning to show interest in numbers that are of personal significance. Older children are able to respond correctly when asked to add two and one together. The childminder provides number posters and books that support all children in their understanding of shapes and sizes. Older children can be beginning to use mathematical language, such as big, full, empty when playing with containers in water and sand play. Children's creative development is encouraged through activities such as, recycled modelling, painting and playing with salt dough. Children remain engaged in rolling, stretching and pulling salt dough apart for long periods. Young children enjoy singing action and rhyme songs and listening and dancing to music.

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

Children settle very well because the childminder and parents plan a settling in arrangement that responds to the children's needs. For example, the childminder staggers the hours that the children attend so that their stay is shorter during the first few weeks. Additionally, the childminder promotes children emotionally well-being by keeping children's comfort aids in areas where children can locate them if needed. The childminder makes expectations of behaviour clear and gives reasons for her requests to them, ensuring that children understand why certain behaviour is not acceptable. Younger children learn important social skills such as sharing. The childminder and her assistant organise group activities that encourage children to take turns and learn to cooperate with each other; for example, children are beginning to throw and kick a ball back and forth to each other. The childminder provides well-planned topics and activities that help children to understand and appreciate other cultures. For example, children made a large dragon out of paper, paints and material to celebrate Chinese New Year. They also made Diva pots as part of the celebrations for Divali. These activities help children to understand that people have different special occasions.

The childminder's good daily routines and explanations allow children to play in a clean environment and learn to follow good hygiene practices. For example, older children automatically wash their hands after toileting and before eating snacks. Younger children receive support from the childminder and her assistant to help them develop self-care skills such as, washing and drying their hands. The childminder gathers relevant information regarding children's dietary requirement, which ensures that children's individual dietary needs are met. Children receive varied and nutritious meals and snacks that include fresh fruits, vegetables, and chicken, pasta and rice dishes. Children enjoy the benefits of fresh air daily as they walk to toddler groups and schools. Children have lot of opportunities to develop their physical skills through soft balls indoors and the use of mobile and large equipment outdoors. Children safety is promoted well through gentle reminders and reasons given, such as to why they must not run indoors. The childminder, assistant and the children practise the emergency evacuation on a regular basis. This helps children to become familiar with the procedures so they learn to leave the premises quickly and safely.

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

The childminder demonstrates a good understanding of her role and responsibilities to safeguard children. She attended safeguarding and child protection training to update her knowledge on the procedures to follow if she has concerns about a child. The childminder actively encourages her assistant to undertake relevant training to understand safeguarding matters and know how to implement procedures that support children's health, safety and general well-being. The childminder carries out regular risk assessments that enable her to quickly identify and address any potential hazards indoors and outdoors. Consequently, children can enjoy play in a safe environment. The childminder keeps all mandatory records in place, confidential and well maintained. This demonstrates that the childminder effectively manages the provision in order to promote children's welfare.

The childminder has a good knowledge of the Early Years Foundation Stage welfare, learning and development requirements, which she promotes well. The childminder organises the space effectively, allowing children to move around safely and independently. Children benefit immensely from using a wide range of toys and equipment that are in good condition, varied and appeal to their interests. The childminder has attended a number of training courses, such as safeguarding, paediatric first aid and other related Early Years Foundation Stage courses, in order to keep up to date. In addition, the childminder also ensures that her assistant attends specific training courses. Consequently, this effectively contributes to children's supporting children's health, wellbeing, learning and development. The childminder has met all previous recommendations from the last inspection, so children continue to receive good care and their learning needs are well supported. The childminder regularly evaluates her practice and this has enabled her to identify her strengths and areas to develop in order to continually improve her provision.

The childminder ensures that parents are made aware of her role and responsibilities by

providing them with copies of her written policies, which they sign to confirm that these have been read and understood. The childminder also keeps parents informed about activities, visits and themes through the use of informative notice boards. The childminder communicates with parents on a daily basis, both verbally and through the use of a daily diary. This helps to promote consistency of care. The childminder encourages parents to share their views about the service she provides for their children. Parents' responses show that they are happy with the care and the learning that their child receives. Parents' written responses also indicate that they are satisfied with the daily exchange of information. Parents see their children's observational assessments. However, the childminder has not yet encouraged parents to contribute to their child's ongoing observation and assessments so that they can also support their child's learning experiences at home. The childminder recognises the value of working in partnership with other settings that the children attend although current links do not fully complement and support continuity in children's learning.

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	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	EY248621
Local authority	Redbridge
Inspection number	908868
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	09/03/2009
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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