

Inspection date	30/04/2013
Previous inspection date	18/03/2011

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 have secure trusting relationships with the childminder.
- Children have varied day, built around their individual interests.
- Parents are very happy with the care the childminder provides.

It is not yet good because

- The planning and assessments of children's learning so far are not in sufficient depth to monitor their individual progress fully effectively.
- The childminder does not self-reflect to help her identify strengths and areas for development or incorporate the views of parents and children to help improve her service.
- Parents are not fully involved in the planning of children's next steps on their learning journey by sharing what they learn at home.

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 activities in the childminder house.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at activity planning and children's individual assessment records.
- The inspector checked evidence of the suitability of the childminder and household members and at a selection of policies and procedures.
- The inspector looked written testimonials from parents.

Inspector

Marilyn Peacock

Full Report

Information about the setting

The childminder registered in 2004. She lives with her adult son in a residential area in the Isle of Dogs, in the London Borough of Tower Hamlets. The first floor of the childminder's maisonette and ground floor bathroom are used for childminding. There is a fully enclosed front garden for outside play. The childminder is registered on the Early Years Register and both parts of the compulsory and voluntary parts of the Childcare Register.

The childminder currently has two children on roll in the early years age range and also cares for older children. The childminder holds a level 3 childcare qualification and offers minding services all year round, Monday to Friday.

What the setting needs to do to improve further

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

- improve systems for planning, observation and assessment to effectively monitor each child's progress against all seven areas of learning, use this information to identify next steps in their learning and to plan challenging activities which promote children's development in line with the strands of the early learning goals.

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

- implement rigorous and effective plans for self-evaluation to inform priorities and set targets for improvement, which include the comments of parents and children that use the childminding service
- include parents in the assessment and planning of children's learning, so that they can share their child's learning at home and become fully involved in planning and supporting their child's next steps.

Inspection judgements

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

The childminder has good relationships with the children that attend and they are happy and settled in her home. Children's independence is promoted well as the children happily wander around, choosing resources that interest them. The childminder's sound

knowledge of child development and the early learning goals enables her to support children's around development satisfactorily. She records her observations of children's learning in specific activities and correctly identifies how she can help them progress on their learning journey. The childminder builds on the children's interests each day, letting them choose activities for themselves. She shows some skill at introducing learning across the seven areas as children play. However, the systems for planning, observing and assessing children's learning are not always effective in helping to fully challenge children. In addition, some of the strands of the areas of learning are not currently covered in equal depth to enable children to make good progress in all areas of learning. The childminder understands the requirement to complete a progress check for children aged two years, and that this needs to be shared and discussed with parents.

The childminder talks to the children consistently. This helps to develop their vocabulary and communication. She makes lots of eye contact with the children, helping them to recognise when to listen. She also repeats what the younger child is attempting to communicate to help her develop her understanding of language. Children get pleasure from art and crafts; they enjoy painting paper plates with their favourite colours. The childminder talks to them about the colours they are using and what happens when two colours run into one another. The baby sits in the highchair watching; she uses large chalks to make marks in a book, babbling away at her success. The childminder encourages the older children to count the paint pots on the table; younger children attempt to count up to five with some skill. Older children sing along with an interactive toy, reciting the ABC song. They get very excited at their achievements when they get the song right. Children's understanding of money is developing through visits to the local shops with the childminder. They re-enact the trips to the shops at the childminder's home, by selling their toys to visitors using toy bank notes. The childminder makes the most of trips to the local farm to help children understand about caring for animals and to look at how the animals live. The childminder also takes the children to the local drop-in centre, where they can meet other children and experience activities it is difficult to do at home.

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

Children have developed secure emotional bonds with the childminder. These are developed from day one, when the childminder takes particular care to help children settle. This time also helps to ensure that children, parents and the childminder are happy with the minding arrangements. Settling in takes place over a number of weeks, with the childminder visiting the child's home if possible to help them get to know her. The clear attachments between the children and the childminder are evident. Young children go to the childminder when they are getting tired and need a cuddle or just need reassurance. They show they feel safe and secure as they are beginning to recognise regular routines and understand the childminder's expectations. The childminder encourages children to behave well. She is a good role model and children revel in the praise she gives them for good behaviour. She gives clear explanations about sharing. For instance, the childminder helps the older children understand that the younger ones are still learning to share and they can learn from their example. Children are developing self-esteem and confidence as

the childminder recognises and praises their achievements and encourages them to try new things.

Children have regular opportunities to play outside and enjoy fresh air. They play in the garden and visit the local park and inner city farm regularly. The childminder has a suitable understanding of how to keep children safe overall. She makes risk assessments of her home and garden to help keep children safe. The childminder also risk assesses all outings before they are undertaken, so that she can take steps to minimise any potential risks. The childminder takes appropriate steps when taking the children out. She adapts her safety measures, depending on the age/stage of development of the children on outings, which helps to promote children's safety.

Children are developing their self-help skills. Older children confidently use the toilet independently. Under the childminder's supervision, the children stand on a chair to wash their hands at the sink in the kitchen. They enjoy helping to wash up after snacks, singing loudly as they do it. These routines promote children's understanding of good hygiene practices and help to establish future life skills.

Toys and equipment are stored at children's level. Children confidently search out their favourite toys. There are lots of books that depict ability, culture and different ways of life. The children sit together, turning the pages of the books they have chosen. As they share the books, the childminder talks to children about differences and similarities. A felt weather chart helps the childminder to instigate conversations about the weather and discussion about what clothes the children might wear that day. These resources and activities help to promote children's understanding of the wider world.

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

Arrangements for safeguarding children are satisfactory overall. Any incidents concerning children's safety and well-being are reviewed, helping the childminder to improve. The inspection was brought forward following a report of an incident at the childminder's home relating to child supervision. The inspection found the incident did take place and at that time, the childminder did not meet the legal requirements for child supervision. Following the incident, the childminder now has put in place more robust procedures regarding children's supervision, including the safety of the garden. The childminder has now conducted a more detailed risk assessment and devised further safety measures to keep children more secure when playing in the garden, particularly relating to the gate. The childminder has reviewed and updated her policies and procedures in the light of the incident, particularly the lost child policy and provided parents with updated copies. In addition, the childminder has increased the activities relating to developing children's understanding of staying safe, which include listening activities and sharing information about people who help us. The failure to meet child supervision requirements at the time of the incident potentially compromised children's well-being; however, the child did not come to any harm. As a result of the inspection findings, the childminder is not required to take further action in relation to supervising children as she is now meeting the

requirements for this aspect of the Early Years Foundation Stage.

The childminder has suitable understanding of the sign and symptoms which may cause her to have concerns about a child in her care. She knows how to report any child protection concerns to the local authority and is due to attend refresher training shortly to help ensure this remains the case. Her knowledge and understanding of the revised Statutory Framework for the Early Years Foundation Stage is adequate, but is not fully reflected in all her documentation, policies and procedures. The childminder has taken steps to update her provision by attending some training courses. However, she has yet to put in place effective systems that will help her to evaluate the quality of her provision and prioritise areas for further improvement.

This established childminder has friendly, trusting relationships with parents. They work together to promote continuity of care for the children. Letters and comments in the childminders' files show just how much they appreciate the care and learning experiences their children enjoy. But the childminder has yet to introduce procedures where their comments on their child's learning are incorporated in their files. Although there is clear two way communications in place, the childminder does not currently seek parental comments or children's views to help improve her provision. The childminder has established satisfactory relationships with the schools that children also attend. She understands the importance of working with outside agencies to help support children's individual care and learning needs.

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	EY279340
Local authority	Tower Hamlets
Inspection number	916523
Type of provision	Childminder
Registration category	Childminder
Age range of children	3 - 6
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	18/03/2011
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, 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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