

Inspection date

Previous inspection date

10/11/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 children form good secure attachments with the childminder enabling them to make positive relationships.
- The childminder arranges her home so it is safe, which encourages children to play and explore with confidence.
- The childminder effectively implements a range of policies and procedures to support children's welfare and learning needs.

It is not yet outstanding because

- Children do not have access to a wide range of resources that provide them with the opportunity to explore their large physical skills while indoors.
- The childminder does not talk to children about the benefits of certain foods on their bodies as part of teaching them about healthy lifestyles.

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 a tour of the setting.
- The inspector sampled a range of documentation.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector observed practice throughout the setting.

Inspector

Stephanie Huseyin

Full report

Information about the setting

The childminder registered in 2005. She lives with her husband and 14 year old son in Barking, in Essex. The whole of the first floor flat is used for childminding. The childminder is currently caring for one child on a part-time basis. The childminder walks or drives to local schools to take and collect children. She attends the local parent and toddler group. The childminder is a member of a professional childminding association.

What the setting needs to do to improve further

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

- increase the range of indoor resources to encourage children to develop their physical skills
- promote children's understanding of healthy lifestyles including the benefits of certain foods on their bodies.

Inspection judgements

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

The childminder promotes learning effectively through play. Children are encouraged to make choices and to become active learners. They enjoy the interaction with the childminder as she joins them in play. The childminder motivates children, helping to extend their curiosity about the wide range of play activities on offer. For example, as children participate in creative play, she introduces new resources to develop their play further. The childminder uses language very skilfully to help children develop good speaking and listening skills. For instance, she models sentences and introduces new words while children play to extend individual learning opportunities.

The childminder has developed very close relationships with the children, who delight in the many opportunities for individual attention. They gain self-confidence through making their own decisions, guided carefully by the childminder who offers suitable choices. She encourages children to express their own ideas creatively when discovering how to make marks using a variety of paint brushes. Children improve their manipulative skills when using their hands to feel and move different objects, for example, when exploring natural resources.

The childminder supports children in their development of key skills to help them prepare for further learning. She helps them develop an interest in literacy, numbers and colour. Children learn about features of the wider world by accessing museums. They also have

opportunities to learn about the local community because the childminder takes them out on visits to local children's centres. In addition, the childminder promotes their understanding of diversity in the wider world through celebrations of current festivals. For example, the children have recently participated in Diwali, where they were able to celebrate by trying new food and making candles.

The childminder regularly makes observations of children during different play activities. She has introduced an effective system of assessment, which is helping her to focus on children's individual needs. The childminder links her observations to specific areas of learning to enable her to plan for children's future learning needs. In this way, she is able to offer relevant learning experiences that help children make progress. She hopes to further extend her knowledge of children's individual interests by attending training within her local authority.

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

The childminder maintains a clean and tidy play environment so that children can move around safely with close supervision. She helps them understand how to keep themselves safe indoors. For example, she reminds children not to climb or jump off furniture to prevent them from falling. Children show that they feel very secure with the childminder as they regularly communicate with her through play. They especially enjoy her company and conversation when discovering new things. For example, children show delight when communicating with the childminder during a creative activity, where they explore a variety of play dough to identify colours and make models.

Children are very relaxed in the setting. They have fun, for example, when accessing natural resources as they listen to sound that the shells makes and explore their sensory experiences. They are aware of their boundaries and respond positively to the childminder's requests as they learn to share and take turns.

The childminder encourages children to adopt good hygiene practices. She offers them healthy and nutritious foods. However, the childminder misses opportunities at meal times to support children's understanding of healthy eating and the effects this has on their bodies. Nevertheless, the childminder encourages children to become independent. For example, they learn how to feed themselves at meal times.

Children develop a good attitude to learning and are keen to try new activities. They understand the need to tidy away before engaging in a different kind of play. The childminder enhances children's play by finding extra resources to extend their exploration. For example, she introduces coloured shape puzzles into creative play to encourage their problem-solving skills.

The children have access to a local park, where the childminder takes them to exercise once a week and to explore their physical health outdoors. However, children have fewer opportunities to access physical play resources indoors to enhance their physical

development and skills.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She effectively implements clear written policies, which she uses to inform parents about the different aspects of her practice. The childminder has effective procedures for promoting the safety of all children in her care. For example, she carries out regular and detailed risk assessments of her home and outings. She is vigilant about safety and notes any new risks that arise so that she can ensure these are addressed. The childminder has attended recent training in child protection to update her knowledge and understanding. She is thorough in keeping all her records updated, particular in relation to the health and safety of children in the setting.

The childminder has a good understanding of the learning and development requirements. She is sensitive in her approach and this helps to instil confidence in children, who benefit from her enthusiasm for active learning. The childminder sets out a variety of resources each day to stimulate children's interest. She is aware of children's differing needs and extends children's learning by following their interests. In addition, the childminder takes children to playgroups in the local children's centre, where they are able to participate in a range of group play activities.

The childminder provides useful information for parents about her provision, including details of the educational programmes. She exchanges information with parents on a daily basis. Parents are given weekly activity sheets, for example, story and rhyme of the week to extend their child's learning at home. The childminder liaises closely with parents regarding children's welfare. In this way, she is able to better support children in keeping safe and healthy. The childminder initially requests information from parents about their child when they are new to the setting. For example, by identifying any specific interests and individual needs. This enables her to establish children's initial starting points on entry and use this information to set targets for their future learning. The childminder continually looks into her professional development to enable her to move her setting forward.

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	EY311629
Local authority	Barking & Dagenham
Inspection number	896530
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
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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