

Inspection date

13/02/2014

Previous inspection date

02/05/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Met

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

- Children feel safe and secure with the childminder who provides a caring and loving environment where children have familiar routines and homely surroundings.
- The childminder has consistent boundaries for children who develop good understanding of acceptable behaviour.
- Children talk confidently with the childminder and each other. They enjoy making independent choice from the suitable range of resources that are available to them.

It is not yet good because

- The childminder's systems to gather information about children's starting points and to monitor and support children in their learning are becoming embedded. This means that at the current time children are making satisfactory, rather than good, progress in their learning and development.
- The childminder does not follow good hygiene practices when changing children's nappies to help maintain hygienic facilities and prevent the spread of infection with children.
- Systems to support children whose language is other than English are not consistently embedded to fully enable working in partnership with their parents to help children settle and build on their vocabulary.
- The childminder does not effectively review how she organises her resources and environment to meet children's individual needs during daily routines. In addition she

does not always promote good self-care practices with children by encouraging children to wash their hands before meals.

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 spoke to the childminder throughout the inspection and reviewed a selection of policy documents.
- The inspector was given a tour of the premises indoors.
- Practice was observed, including mealtimes, and discussed with the childminder.
- The inspector looked at the children's learning folders.
- The inspector spoke to parents.

Inspector

Debbie Buckingham

Full report

Information about the setting

The childminder registered in 2007. She lives with her three children in Hainault, which is in the London Borough of Redbridge. The home is within easy reach of public transport links. The whole ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has three children on roll, of whom two are in the early years age range. The childminder supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure there are suitable and hygienic changing facilities for changing any children who are in nappies
- develop further the observations and assessments of each child's individual needs, interests and stage of development to use these more effectively to identify children's next steps in learning and then plan a range of activities that help each child work towards these, ensuring these are shared with parents.

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

- develop further the systems to support children whose language is other than English by working more effectively in partnership with parents to help children settle and help build their vocabulary
- review the organisation of daily routines to enable children to further develop their self help skills and learn healthy practices.

Inspection judgements

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

The childminder provides a range of activities and experiences that generally cover all the areas of learning and development well. Children are making steady progress although because the childminder does not assess and evaluate children's learning sufficiently she does not always extend their learning as well as it could be. She has begun to use child development guidance documents to identify activities for children. The childminder

completes observations of the children and these help her to further learning experiences. However, as she does not always gather sufficient information to evaluate and assess children learning, in order to effectively inform her planning of activities, she does not always provide children with sufficient challenge or extend their learning. Nonetheless, children are curious and active learners and the childminder observes their activities and records these in their individual 'Learning Folders'.

The childminder provides a range of role play toys that allow children to act out real life situations. For example, children push baby dolls in a buggy and pretend to cook using mixing bowls and wooden spoons. They talk about what they are going to make and where they will buy the food. The use of 'treasure baskets' enables younger children to explore natural objects through trial and error and this helps develop their natural curiosity of how things feel, taste and sound.

The childminder talks to the children to develop their communication skills. The childminder acknowledges children's contributions and engages in chatter with them throughout their play. The childminder is a good role model. For example she demonstrates to children how to use the scissors safely and this then encourages children to cut and explore what they cut. The childminder encourages children to count everyday objects and this helps them gain increase their awareness of numbers and counting. Children are confident in the childminder's care and tell her what they are doing and what resources they want. For example when making a picture with glue and tissue paper children ask for the glue and repeat 'slowly' and 'spread over'. This increases their vocabulary as well as their awareness of how to use resources appropriately.

Children are helped to develop their language skills, alongside their physical and emotional development through visits to the local library and park where play opportunities foster communication with others. The childminder collects information from parents during the initial meeting to enable her to assess children's starting points. However, currently she does not actively seek familiar words in children's home languages to use with the children. Therefore she is not fully acknowledging their differing cultural backgrounds or helping to promote their home language during their play and learning as required. The childminder keeps parents informed of children's progress through daily discussions. For example information gathered identified children's love of music and as a result music is played when children arrive to support settling in time. Good relationships have been formed with parents.

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

The childminder provides a caring environment and as a result children are happy and settled. The childminder is sensitive towards the children's needs and gives comfort when they are tired. Regular fire drills help children to understand how and why they need to evacuate the house in an emergency. Children demonstrate good manners and routinely say 'please' and 'thank you' at meal times. The childminder keeps equipment clean and encourages children to help tidy up some areas before meal times. However the childminder does not always encourage children to wash their hands before meals and

therefore their understanding of personal hygiene skills is not always appropriately fostered. Children behave well during meals and need no reminders to remain seated however the table where they eat is too small to accommodate all the children together and therefore children cannot all sit to eat together to develop their social and eating skills. The childminder informs the parents about what healthy foods children eat at meal times each day. Children have time and space to rest and sleep when they need it. Parents provide changing bags for children who are in nappies. However the childminder does not use this equipment when changing nappies, but uses her lap. She does follow hygienic procedures whilst doing this as she does not use any aprons or gloves to help prevent the spread of infection.

The childminder generally organises her indoor environment well. She provides a welcoming environment with a range of experiences that support children's development in all areas. The childminder has an extensive outdoor play area available however currently this area has been assessed as not safe for the children to use as there is broken furniture awaiting removal and the fish pond cover is damaged. However, children do visit a nearby park daily that provides opportunities for children to play on a range of equipment and surfaces.

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

The childminder's practice is generally sound as is her understanding of the Statutory Framework for the Early Years Foundation Stage requirements. The childminder offers a welcoming environment which enables children to play in relative safety. The childminder is aware of the safeguarding procedures and knows how to report any concerns she may have about children to the Local Safeguarding Children's Board. All adults in the household have undergone the required background suitability checks. All records and documentation are made readily available and show how the childminder continues her professional development. Policies and procedures, such as accidents and administration of medicines provide parents with details about the individual care their child receive when they are hurt or unwell.

The childminder has established good relationships with parents. For example the two-way flow of information at the beginning and end of each day enables parents to share valuable information about their child's health and well-being. The childminder is flexible and changes the routine to accommodate the child's need for that day. For example, she takes children to the doctors and changes activities when they are unwell. There is a selection of activities, experiences and opportunities that generally help children make progress towards their learning goals. The childminder demonstrates a good understanding of how children develop. However, she is less confident in evaluating and monitoring children's progress in order to devise the next steps in their learning and provide challenge to their play. Nonetheless children are making progress in their learning and development.

The childminder is working in partnership with the local authority worker to develop her

self-evaluation systems. She is aware of her strengths and weaknesses. For example, she understands the importance of identifying what's going well and where she can make improvements. She is aware that she is less confident at recording her observations and assessments or using children's 'Learning Journals' to evaluate what they can do and what to target next to help inform her planning. She has a positive approach to continuing her professional development and works in partnership with the local authority and other childminding groups to target her training needs. Partnerships with outside professionals have been established with the local Children Centre and the local Early Years team.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY347300
Local authority	Redbridge
Inspection number	797320
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	02/05/2012
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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