

Inspection date

Previous inspection date

11/12/2014

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 childminder knows children well. He plans effectively for their learning so that they make good progress.
- The childminder's home is clean, safe and welcoming. He provides a positive environment which supports children's well-being.
- The childminder encourages the development of children's thinking and communication skills with the use of open questions.
- The childminder uses a range of strategies to review his provision, demonstrating his commitment to continuous improvement.

It is not yet outstanding because

- Children cannot see the front covers of books in the storage case. This means that they cannot easily choose books and favourite stories, to promote their literacy further.

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 as children took part in activities and routines.
- The inspector reviewed documentation including children's files, policies and self-evaluation records.
- The inspector spoke with the childminder to establish his knowledge about requirements of the Early Years Foundation Stage.
- The inspector took account of the views of parents and children, through discussion and reviewing questionnaires and feedback letters.

Inspector

Lesley Hodges

Full report

Information about the setting

The childminder registered in 2009. He lives with his partner and young children in Chadwell Heath in the London Borough of Redbridge. The whole of the ground floor, two first-floor bedrooms and an upstairs bathroom are used for childminding. There is a fully enclosed garden for outside play. There is currently one child on roll in the early years age range. The childminder takes and collects children to and from local schools. He operates all year round, apart from bank and family holidays.

What the setting needs to do to improve further

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

- improve children's literacy skills further by enabling children to more easily choose their favourite books and stories.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. He plans activities for children using information from parents and observations of what children enjoy. Accurate observations provide the information the childminder needs to successfully plan for the next steps in children's learning. His well-organised and accurate records mean that the childminder monitors children's progress effectively in all areas of learning. The childminder knows children well, and the relaxed and positive environment enhances their time with him as he plans for their development.

For children who attend school, the childminder plans activities which complement and enhance their learning at school. For example, when children have been studying particular books in school, the childminder provides these books and associated activities to build on children's learning. However, the storage of these books showing only the spine of the books, means that children are not easily able to find their favourite stories. Children enjoy making cards and calendars which develop their writing and mathematical skills effectively.

The childminder uses weekly information from the school and ideas from parents to plan fun experiences for these older children. For example, children enjoy completing word-search puzzles to look for words connected to different festivals. These types of activities help children to become familiar with the subject they are studying and develop their literacy skills. The childminder skilfully encourages children's communication skills. He asks open questions which encourage children to think and share their ideas. Children

confidently chat about their families and their interests away from the childminder's care. He listens and responds with interest which boosts children's confidence and meets their emotional well-being needs.

The childminder has a flexible settling-in policy which is designed to meet individual children's needs. He understands that some children may take longer to settle with him than others and his procedures allow for this so that children can settle at their own pace. The childminder chats with children about the next stage in their learning and the types of activities they may encounter as they move through school. He supports children's early literacy and numeracy skills well as they develop in these areas.

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

The childminder meets children's emotional needs very well. Children have clearly formed close bonds with him and happily take part in activities and routines. When they had finished making their Christmas cards, children proudly showed them to the childminder and the other children. The childminder praises children's efforts and achievements, and they respond well to the positive atmosphere. Children share jokes and chat about their families. The childminder encourages them to bring photographs of their families so that he can share their experiences. For example, when there is a new baby in the family, children show photographs to the childminder so that he can share these special family events with the children.

The childminder encourages children as they develop their independence skills. He gently reminds them of past achievements, praising them when they manage to fasten their coats and put their shoes on themselves. The childminder encourages children to make choices as they play and during routines. They choose their breakfast, snacks and drinks from the healthy selection available to promote children's good health. They make fruit kebabs when considering healthy eating and this gives them the opportunity to try different types of fruit. Good hygiene procedures, including the use of paper towels for children to dry their hands, help to prevent cross-infection. The childminder's home is clean, secure and welcoming. Examples of children's work are displayed and this shows that the childminder values children's work which enhances their self-confidence and self-esteem further.

Children feel secure in this safe environment. They are learning how to keep themselves safe in a range of ways. For example, children practise evacuation procedures so that they know what to do in an emergency. During walks, the childminder helps children develop their awareness of road safety as they check for cars before crossing the road. The childminder provides fun activities to enhance this awareness further.

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

The childminder has a thorough understanding of the safeguarding and welfare requirements. He shares his written policies with parents and this means that parents are fully informed about his responsibilities within the Early Years Foundation Stage. The childminder's records are very well organised. He has effective systems to monitor his policies to ensure they are kept up to date when there are amendments to practice. All policies are robust. The safeguarding policy clearly explains the procedure to follow if there are concerns about a child, and the childminder confidently explains these procedures to demonstrate his secure knowledge. The policy contains contact information for safeguarding agencies so that the childminder can make referrals if he needs to.

Partnerships with parents are good. Parents are highly complementary about all aspects of the childminder's care. They enjoy regular feedback about how children are settling in and the types of activities provided by the childminder. Parents comment on the good support they receive from the childminder when children attend school. Acting as a link between the school and parents, the childminder liaises with parents and school staff well so that children receive continuity of care.

The childminder has successful systems in place to monitor his provision. He uses a range of strategies to review his practice and this ensures that he meets all requirements and continues to improve. Questionnaires for parents and children give them the opportunity to comment on current practice and make suggestions for the future. The childminder reviews these comments and suggestions and addresses any issues. He works effectively with the local authority advisor and makes plans to address any recommendations made. In addition to these measures, the childminder has completed his own development plan which reviews all areas of his provision. This positive approach and the variety of ways he reviews his practice demonstrate that the childminder is committed to providing good care and to continuous improvement.

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	EY404747
Local authority	Redbridge
Inspection number	891459
Type of provision	Childminder
Registration category	Childminder
Age range of children	4 - 8
Total number of places	6
Number of children on roll	6
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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