

Inspection date

Previous inspection date

22/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Children's security, assurance and confidence are promoted because the childminder is warm, friendly and attentive to their needs.
- The childminder provides appropriate home language support for children learning to speak English as an additional language. This also applies to their parents.
- Children play in a clean environment where they learn to follow good hygiene procedures.

It is not yet good because

- The childminder does not have clear systems to obtain information about children's starting point on entry to help her build on what children already know and can do.
- The childminder is not aware of the need to complete a developmental summary review of children aged between two and three years as required.
- The childminder is not using ongoing assessments to identify and plan the next steps in children's learning and development.
- The childminder is not sufficiently using visual support, artefacts and props during stories to encourage children's participation and develop their vocabulary.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 looked at children's profiles, planning documentation, children's records and the childminder's self evaluation form.
- The inspector observed a creative activity.
- The inspector read parents' completed questionnaires to find out their views about the setting.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with one pre-school child in Bow in the London Borough of Tower Hamlets, close to schools, parks and public transport links. The childminder's home is on the first floor of a block of flats, with stairs and lift access. She uses the lounge and the second bedroom for childminding.

The childminder currently has three children on roll. All are in the early years age group and attend on a part-time basis. The childminder attends a local childminder group and

takes children to toddler groups. The childminder visits local parks and the library.

What the setting needs to do to improve further

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

- formally review the progress of all children aged between two and three years and provide parents with a short written summary of their child's development in the prime areas of learning. This must include the children's strengths and any areas where the children's progress is less than expected.

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

- encourage parents to share their children's stage of development and interests in order to have good knowledge of children's abilities and to build on what they already know and can do
- analyse your observation and assessments to help you know what next to plan for children's individual learning and developmental needs
- introduce puppets, props and artefacts alongside books during story time to support all children and particularly those learning English as an additional language.

Inspection judgements

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

The children feel secure because the childminder is warm, friendly and attentive to their individual needs. Children learning to speak English as an additional language receive appropriate support from the childminder as she speaks clearly, uses hand gestures and labels objects in both English and their home language. Consequently children learning to speak English as an additional language are beginning to name some objects and use two word sentences to communicate. Children are generally attentive during story time sessions. When reading stories to children the childminder is careful to use books with clear illustrations to grasp their attention, however, she does not make full use of props and artefacts to encourage children's participation and build on their vocabulary.

The childminder obtains most relevant information from parents at the start of the children's placement to help her meet children's individual needs regarding their routine care. She completes an initial assessment on the children, which focuses on how well they

settle in her care. However, she does not encourage parents to contribute information regarding their children's achievements whilst at home in order to build on children's prior learning. The childminder regularly observes children during play and generally assesses their achievements. She keeps samples of children's work and photographs in order to show the progress children make. However, she does not always use information from her assessments to identify the next steps in the children's learning. This means her planning is not as effective as it could be to encourage future learning, activities and play. The childminder is not aware of the requirement to review the progress of children aged between two and three years and provide a summary report of the children's development for their parents.

The childminder provides a balance of indoors and outdoors activities. Children enjoy learning about their community through trips to the local parks, libraries and museums. Children benefit from weekly visits to toddler groups where they mix with a wider age range of children and take part in group activities. This contributes to developing their social skills. Children have opportunities to explore colour, texture and shapes when painting, drawing and cutting up pictures from catalogues to make a collage. The childminder uses books and rhymes to help children develop an understanding of numbers. She encourages children to develop counting skills during practical situations, such as counting the number of puzzle pieces and counting cars when out on trips.

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

The childminder has a warm and friendly relationship with the children, which helps to promote their self-assurance and confidence. Children benefit from the praise and encouragement they receive. This helps to build their confidence. The childminder manages children's behaviour through using simple explanations that are appropriate to the age and understanding of the children. Children benefit from regular visits to toddler groups where they play alongside other children and are learning to share and take turns during games.

The childminder provides a suitable range of developmentally appropriate toys and equipment. Children are able to access these resources safely and independently. The childminder provides a suitable range of anti-discriminatory resources that promote positive images of race, culture and disabilities to increase children's understanding of diversity.

Children's good health is promoted well. They play in a clean environment where they receive support to develop good personal hygiene. For example, the childminder reminds children to wash their hands after painting activities and before eating snacks. In addition to this the childminder has implemented effective daily routines and practices. For example, the childminder washes her hands before preparing snacks, table tops are cleaned before and after use, and the temperature of the fridge and freezer are checked daily to prevent foods from spoiling. The childminder provides children with a selection of fresh fruits and vegetables at snack times. This helps them to develop healthy eating habits. Children regularly enjoy a range of activities that help to promote their physical

skills. This includes ball games, such as football and tennis. They also use a range of large play equipment that includes slides and swings. The childminder is starting to help children to become familiar with the emergency evacuation procedures so that they learn how to leave the premises quickly and safely.

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

The childminder has sufficient understanding of the procedures to follow if she has any concerns about a child in her care. She ensures that necessary written consents from parents are in place for seeking urgent medical treatment and administering medication to children. This supports children's welfare. The childminder carries out regular risk assessments in the rooms that the children use and for outings to reduce the risk of hazards and promote children's safety. The childminder appropriately organises the premises and as a result of this, children are able to move around safely and independently.

The childminder has a sound understanding of her responsibilities for meeting the safeguarding and welfare requirements. She is also meeting most of the learning and development requirements. The childminder observes children on a regular basis and provides a suitable range of activities indoors and outdoors to promote children's learning. Consequently, children are making satisfactory progress in their learning and development.

The childminder shares the same home language as the minded children. This helps her to provide appropriate home language support for the children and their parents. The childminder is developing positive relationships with parents. She exchanges information with parents daily and has on occasions shared children's observation and assessment records. Parents are provided with policies to read and sign to confirm that they understand their content. The childminder values parents views about their child's care and has put in place a questionnaire to obtain their comments. Information on the questionnaire indicates that parents are satisfied with the care their children receive. The childminder demonstrates a commitment to developing her practice as she has started to make regular contact with the local authority early years service and also attends childminder and toddler groups in the community. The childminder is beginning to reflect on her practice and has identified some of her strengths and the areas where she needs to improve the care and learning she offers to children. The childminder demonstrates an understanding of the importance of working in partnership with other organisations and services to promote children's well-being, learning and development.

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	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. 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

EY435642

Local authority	Tower Hamlets
Inspection number	797829
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
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 that are usually their 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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