

Inspection date	13/09/2012
Previous inspection date	13/09/2012

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 childminder has a sound understanding of how children learn. She is able to plan activities that cover the curriculum and she plans for their physical development needs particularly well
- The childminder has a suitable understanding of how to promote the wellbeing and safety of children in her care. As a result they are safe and secure in her home.
- Children are happy and settled because the childminder meets all of their welfare needs and willingly take part in activities that they enjoy

It is not yet good because

- The childminder does not consistently monitor and assess her educational programmes. As a result activities are more focussed on some children's individual needs, than others.
- The childminder does always not organise her resources efficiently. As a result, children do not always concentrate on activities as well as they could. They are distracted by noise and other toys around them.

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

- Inspector talked to the provider about the inspection
- Observation of the children
- Review of documentation

Inspector

Naomi Brown

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband and three children aged 18, 15 and 13 years in a three bedroom house in Harold Hill, in the London Borough of Havering, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. The family have a pet dog. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups on a regular basis. There are currently five children on roll, four of whom are in the Early Years age group.

What the setting needs to do to improve further**To meet the requirements of the Early Years Foundation Stage the provider must:**

- Improve the monitoring of educational programmes to meet the individual needs, interests and stages of development of each child when planning activities

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

- Help children to be more involved and concentrate by organising activities that maintain their focus for a period of time, and limiting noise and making spaces visually calmer and more orderly

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

Children are settled, happy and content in the childminder's home. She has a suitable awareness of how children learn and develop and takes appropriate information about what children can do when they join her setting. The childminder uses this information to plan some suitable challenges for children. She is able to make assessments about children's progress and is able to identify activities to encourage them to progress towards the Early Learning Goals. Children are making progress within expected age bands in relation to their starting points. However, provision for some areas of learning is better than others. For example, plans, observations and assessments show that physical development is more robustly planned for than other areas. Children have access to large play equipment and enjoy opportunities to develop their upper and lower body strength. They develop their small muscle skills as they have the strength required to hold and move pens, pencils and paintbrushes. Planning for children with Special Education Needs is positive and meets their learning and development needs. They make better progress than other children in relation to their starting points as teaching caters for their specific needs well. Planned activities do not always arise from the individual needs of all children in her care. This is a requirement of the Early Years Foundation Stage curriculum. Children are making suitable progress in relation to their starting points and are developing skills to equip them for future learning. For example, children's communication and language skills are developing appropriately, including those of children with learning disabilities and/or difficulties. The childminder talks to children throughout their time with her. She encourages them to pronounce words correctly and gives them space to reply in conversations. The childminder has planned minding areas where toys and activities are accessible to children. However, although resources are plentiful, they are not always

thoughtfully organised. As a result children do not always concentrate on one activity for a significant period of time. This has a negative impact on the success of planned activities as children are distracted by all of the resources around them and wander off. For example, while the group are exploring shaving foam in a plastic tub, some children are not fully engaged in the activity and wander off which limits the learning potential of this activity.

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

Children feel safe in the childminder's home. She treats them warmly and uses photos of people they know and displays of their work to make them feel secure in her home. Children enjoy exploring their environment. They particularly enjoy playing outside and the garden is open and accessible to them. Children have made positive relationships with the childminder and each other. They talk to and about their friends and join in each other's games, playing hide and seek in the climbing frame and the play tent. Children are developing a suitable awareness of how to live a healthy lifestyle. They are able to take part in most activities in the fresh air. The childminder uses a healthy eating policy to make sure they receive a suitable diet in her home. She offers parents guidance on what foods to provide and she delivers meals in stages to make sure that children eat most nutritious food first. This teaches them to make positive choices about their food. Children show control and are well behaved in the childminder's home. She has implemented house rules to make sure that they are aware of accepted behaviour in her home. Children are mainly content and the childminder deals with any negative behaviour appropriately. She reminds children of how they are supposed to treat their friends and their toys. Children show independence in their personal care. They are able to wash their hands using liquid soap and do so without prompting during messy play sessions. Children, including younger babies are able to feed themselves and younger children are progressing from finger food to using cutlery with the childminder's support. This shows that they are developing as independent learners.

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

The childminder understands her responsibilities to safeguard children in her care. She uses a written policy and procedure to back up her understanding of how to record and report any concerns about children in her care. The childminder has risk assessed her home and minding areas are safe and accessible to children. Outdoor areas are well adapted to promote children's safety and an 'all-weather' surface has recently been installed. The childminder has undertaken training to make sure that she is able to administer any medication that children may require. She uses a selection of appropriate policies and procedures to underpin her practice and shares these with parents. The childminder is able to identify strengths and weaknesses in her practice. She carries out some monitoring of her practice and has identified planning of activities as an area for improvement. The childminder is undertaking further training to improve her knowledge of

how children in the Early Years age range develop. However, learning and development provision requires more robust monitoring to make sure that all activities arise from all children's individual interests.

The childminder communicates with parents about their children's learning and development and welfare needs. She uses daily conversations to discuss things that their children have done with them and parents are able to tell the childminder what their children have been doing at home. Also, the childminder gives parents broad information about overall themes that she is following in a bi-monthly newsletter and invites them to contribute observations of their children's progress. The childminder is friendly and approachable and this enables parents to discuss any issues about children's care with her on a daily basis. Partnerships with other professionals involved in children's care promote their wellbeing, especially for children with learning difficulties and/or disabilities. This enables these children to make positive progress in her care.

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	EY441289
Local authority	Havering
Inspection number	904280
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 5
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	13/09/2012
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 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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