

Inspection date

Previous inspection date

30/01/2013

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 has settled children well into her care and formed positive relationships with them and this helps them to feel safe and secure.
- The childminder supports children's individual development through the use of effective systems to monitor their progress and the provision of well planned activities and resources.
- Partnerships with parents are established from the outset, this ensures parents are included in supporting their child's development and kept informed of their well-being.
- The childminder uses self-evaluation well to provide for better outcomes for children.

It is not yet outstanding because

- There are few resources that show positive images of diversity, particularly disability.
- Young children show an interest in the effects of the weather. However, the garden is not equipped with sufficient resources to encourage children to investigate their natural world and the impact of the outdoor environment.

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 observed the interaction between the childminder and the children.
- The inspector viewed and discussed the systems used by the childminder to monitor the children's development.
- The inspector viewed play materials and equipment and the areas used for minding purposes.
- The inspector looked at documentation maintained to support children's welfare, policies and procedures and information shared with parents.
- The inspector viewed evidence of the systems used for self-evaluation.

Inspector

Shaheen Belai

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and their three children in Woodford, in the London Borough of Redbridge. Children have access to the whole of the ground floor, two bedrooms and a bathroom on the first floor. There is a garden for outdoor play.

The childminder minds two children in the early years age group, attending both part-time and full-time. The childminder is registered on the Early Years Register and both parts of the Childcare Register. The childminder takes and collects children to and from the school and nursery in the local area.

What the setting needs to do to improve further

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

- provide resources and pictures promoting positive images and of children and adults with diverse physical characteristics, including disabilities
- organise the garden to offer further opportunities for children to investigate the natural world and the impact of the outdoor environment to support their interests, for example, by providing wind chimes, streamers, windmills and resources to catch the light and attract wildlife.

Inspection judgements

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

The childminder demonstrates a good knowledge of how to implement the learning and development requirements of the Early Years Foundation Stage. Children benefit from well planned activities and lots of quality play materials that are carefully selected to reflect each child's individual development. The childminder uses effective systems to assess children's development from the outset. Ongoing assessments are in place to identify children's next steps and how these are to be supported. The childminder encourages parents to contribute to their child's learning and development. She plans well to offer children challenges and allow them to explore different resources that are reflective of the seven areas of learning. As a result, children are eager, engaged and develop a positive approach to learning.

Children spend long periods fully engrossed in interesting adult-led activities, for example as they explore clay, learning to make prints using their hands and feet. They experience a range of messy play activities, which allow them to develop their senses. For example, young children play with cooked spaghetti, cream and paint. The childminder displays children's art work well to give recognition to their achievements and developing skills. Children play with a wide range of interactive resources, such as mobile phones, calculators and remote controls, to develop knowledge about how things work. Books are

plentiful, allowing children to see a range of bold pictures, flaps, textures, sounds and different prints. Children handle books with interest, independently or with the childminder. The childminder organises the home corner so that children play with toys that reflect their home life and explore props that make realistic noises, such as a washing machine.

The childminder supports the children's language development well. She uses commentary and descriptive language effectively when joining in with the children's play. This ensures children hear a good range of language around them and have opportunities to build on their vocabulary. Children show recognition and interest in familiar rhymes, being played in the background, or when the childminder sings to them. All ages benefit from the well organised resources in the garden. For example, young babies have space to roll balls and crawl, and toddlers develop skills in pushing, running and throwing balls. However, there are few opportunities for children to develop their interests in investigating the natural world and the impact of the outdoor environment. Young babies have a range of sensory play to explore because the childminder gives importance to how young babies learn. She collects resources for treasure baskets as well as making up baskets for specific themes. For example, babies have opportunities to explore the Autumn basket, which includes resources that reflect that season. Young children explore different mediums and resources to practice their early writing skills, such as free painting and rollers.

The childminder is positive in her approach to inclusion and promoting diversity. She provides books and dolls that reflect different cultures and she ensures both boys and girls have equal access to all learning resources. However, there are very few resources that show images of disability, to allow children to develop a positive view of all members of the community.

The childminder's weekly planning is highly stimulating and includes the use of facilities in the community. For example, children visit story and rhyme sessions, attend the childminding group, attend music and sensory sessions and visit the park to use equipment and feed the ducks. These excursions allow children to have wider learning opportunities, engage with other children and broaden their skills. Overall, children are well prepared to take on the challenges of the next stage in their learning.

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

Children develop a good range of skills to help promote their understanding of effective personal hygiene. The childminder sets good examples herself, such as providing a clean environment, cleaning surfaces in food preparation areas and following appropriate procedures when changing nappies. Children are familiar with hand washing procedures and they are provided with good resources to carry out the task. The childminder promotes children's safety by undertaking detailed and thorough risk assessments, providing a range of safety equipment and regularly practising evacuation drills with the children.

Children benefit from a healthy and balanced diet that includes a wide variety of foods for

children to make choices and to encourage their interest. The childminder makes sure parents are kept informed of what food is provided, and this gives them the opportunity to express their views. Children are offered healthy snacks and drinking water throughout the day. They settle well for the main meals, which are happy, relaxed and sociable activities. The childminder supports the children's independence very well by providing finger foods for young babies and appropriate cutlery to allow toddlers to feed themselves. There are happy sounds from children at meal times, showing their satisfaction. Children rest according to their individual needs and they sleep comfortably.

Children enjoy daily opportunities for physical play. These include opportunities to play outdoors in the garden or in the community. The childminder ensures that large equipment in the garden and park is cleaned so that children can make maximum use of the equipment on offer and are not restricted in choice. She organises space and resources effectively to ensure young babies also benefit from the open space and resources on offer. For example, she helps babies down slides, offers them large trucks to push back and forth and helps them to water the plants. The children also benefit from regular fresh air and exercise through walks and visits out and about.

Children behave very well as the childminder uses effective methods to recognise and reward good behaviour, efforts and achievements. The childminder offers meaningful praise and recognition and this helps children to take pride in their actions and good behaviour. The childminder is very approachable, friendly and warm, which contributes to children feeling a sense of belonging and trust.

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

The childminder demonstrates a good awareness of child protection procedures and safeguarding children. For example, she implements a policy about the use of cameras for taking children's photographs and is aware of data protection for the retention of records. Records and documentation are well organised and contribute to children's well-being, such as records of medication administered and the risk assessments undertaken.

The childminder works effectively with parents. She keeps them well informed about their child's day to ensure parents can contribute their views and support children's learning in their own home. The childminder communicates with parents in many different ways, for example, through daily conversations, a detailed daily diary, by text, through sharing observations and through the use of parental questionnaires. Parents receive a detailed handbook when they start and this tells them of the childminder's services. The childminder displays detailed information about the weekly activity plans, the menu plan for the week and other helpful information on the noticeboard in the hall. She understands the benefits of working in partnership with other agencies and professionals in other settings children may also attend. However, this is not applicable for any of the children that attend currently.

In the short time the childminder has been registered she has strived to drive

improvements in her service and improve outcomes for children. She attends regular training, for example, in observational assessment, and she has further training arranged with her local authority. The childminder meets with her coordinator regularly to receive advice and support. In addition, she seeks the views of parents to identify areas to improve. She regularly evaluates the quality of her service and identifies developments for the future.

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	EY448241
Local authority	Redbridge
Inspection number	803923
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	2
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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