

Inspection date

07/01/2013

Previous inspection date

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

- Children feel safe and secure with the childminder who provides a caring home where children have good routines and talk about their home life.
- The childminder has high expectations for their learning and development they make good progress.
- Children are happy, and very settled. They show good levels of independence and have developed a good relationship with the childminder and her family.
- The childminder carries out a process of self-evaluation of her practice and seeks the views of others to clearly identify areas that are key strengths and areas of improvement.

It is not yet outstanding because

- The setting has yet to establish partnership working with other early years setting's, such as nursery's to ensure children receive consistent learning support.

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 children's play and the childminders interaction inside the home.
- The inspector and childminder undertook a joint observation.
- The inspector reviewed all documentation, such as learning journeys, child records and safeguarding information.
- The inspector spoke to grandparents and parents.

Inspector

Lynn Wordsworth

Full Report

Information about the setting

The childminder registered in 2012. She lives in a flat with her partner and daughter in South Woodford in the London Borough of Redbridge, within easy walking distance of shops, parks, nurseries and schools. The whole of the home is used for childminding and there are communal gardens available for outside play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are two children on roll, both of whom are in the early years register. The

childminder walks to local nurseries and schools to take and collect children. The family has a pet cat.

What the setting needs to do to improve further

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

- develop further links with other early years providers caring for children, such as nursery's to promote consistency in supporting children's care and education.

Inspection judgements

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

The childminder has a good understanding of the assessment procedure and meets the individual needs of children in her care. She provides a good range of interesting activities to enhance their learning and development. Effective tracking of the children's progress informs their next steps for learning. As a result, the children are working comfortably within their expected age band.

The childminder continually talks to children during their play and explains the routines as the day progresses. This helps the children to develop communication skills during everyday play experiences.

The childminder finds out about all the children's likes and dislike so that she can plan activities they enjoy. The children are making good progress from their starting points due to the childminder's high expectation of their learning and development. The childminder encourages parents to tell her about what children are doing at home with the children to support their learning and development. This information is very much collated in a daily diary that is a purposeful tool to further support communication between for working parents.

The childminder effectively support children in all areas of learning. For example, children enjoy squeezing different coloured paints into tubs, mixing to make different colours and create some nice designs. The childminder encourages children to count, as they look at books and find out how many will be eating snacks. Children prepared in readiness for school as they talk about letters and draw letters in their name. Children really do enjoy the wide range of books available, they listen to the childminder read the stories and her

effective questioning encourages children to think creatively about the story line.

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

Children enjoy cuddling with the childminder to gain reassurance from her. Children have made good relationships with the childminder and her family, sharing toys and all join in during various play activities. This helps to develop a supportive bond.

The childminder is consistent in her approach to behaviour management. She takes time to explain to the children about the importance of politeness during conversations.

The childminder consistently promotes children's physical well-being. For example, she talks to the children about hygiene and the importance of washing their hands and older children say, 'to keep the germs away'. During mealtimes, children talk about various healthy foods and the healthy meals they eat at home. The childminder works well with parents to encourage younger children whom have recently settled to eat a variety of nutritious foods to meet their needs. Children enjoy outings everyday of the week, to playgroups, parks and singing sessions. The childminder enables children to challenge their physical strength on recreational and soft play equipment.

The childminder talks to children about risks and safety during activities. Regular fire procedures and protection are in place and the childminder walks children through the fire drill so they know what to do in an emergency.

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

The childminder safeguards children's well-being to a high standard, all required documentation relating the safety of children is in place. The childminder has a good understanding of what to do if there is a child protection concern, working with outside agencies if this is needed. Robust risk assessments keep children safe in the various play environments. The childminder has a good understanding of the learning and development requirements and plans well for children's individual progress.

The childminder assesses what she offers children and families and accurately identifies areas for improvement with their help. She has provided good support and advice to parents about children's weaning and support from professional agencies. The childminder monitors her professional development well and attends training such as paediatric first aid. She has worked hard to perfect the recording of observations. She is fully prepared to develop written developmental checks on children when they reach two years of age.

Parent express positive views of the childminder's work, finding dedication and a genuine interest of child development. Parents receive a wide range of information about the childminder's setting before their children start. The childminder supports parents well to help them settle and monitors children's sleep and eating routines so there is a

consistency in their care. The childminder is beginning to form partnerships with other providers that children attend. However, these are not fully developed to promote a coherent approach to children's learning.

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	EY449407
Local authority	Redbridge
Inspection number	807203
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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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