

Inspection date

Previous inspection date

04/03/2013

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

- Children show they feel safe and secure with the childminder who provides a nurturing and safe environment where children have familiar routines and their individual needs are met well.
- Planned activities build on what children already know and can do. The childminder plays alongside the children, observing them and providing them with challenge and support at appropriate times.
- The childminder has a suitable understanding of the Early Years Foundation Stage Framework, including observational assessment and as a result children are making good progress in their learning and development.

It is not yet outstanding because

- Children have fewer opportunities to engage in messy, creative, tactile and imaginative play.
- Parents are not actively encouraged to share information about their children's stage of development when children start to attend and are not encouraged to provide feedback about the provision as part of the childminder's self-evaluation.

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 activities, care routines and the areas used for childminding.
- The inspector spoke with the childminder at appropriate times and observed her interaction with children.
- The inspector viewed observational evidence gathered by the childminder.
- The inspector sampled documentation maintained by the childminder to support children's welfare and read her Ofsted self-evaluation form on the childminder's laptop.

Inspector

Shaheen Belai

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and their two adult children in Hornchurch, within the London Borough of Havering. Children have access to the open plan lounge, dining, kitchen area and associated facilities on the ground floor. There is a garden for outdoor play. The childminder has three children in the early years age group on roll, who attend on a full-time and part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder does school drop-offs and collections within 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:

- build on the positive partnership with parents to gain greater information about children's starting points and to gain their views on the provision as part of self-evaluation
- extend activities to offer greater opportunities for children to explore different textures, natural materials, handling colour, spreading paint, glue and using their bodies to make marks on large surfaces of plastic or paper
- provide additional props and resources for children to engage in imaginative play

Inspection judgements

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

The childminder has a suitable knowledge of the seven areas of learning, the learning and development requirements and different assessments to be undertaken. She provides a good range of activities making use of her developing range of resources that are appropriate for the age and stage of development of the children attending. She ensures children are occupied, supported and engaged in activities that capture their attention. Planning highlights a focused activity, as well as identifying what area of learning is to be promoted. In the short time of minding commencing, the childminder has carried out some observations to identify children's progress. She does not actively seek to gain information from parents at time of entry about children's learning needs but quickly identifies where children are in their development through her own observations. She uses

guidance documents to support her in verifying if children are making progress within their age range.

The childminder engages with children as they play, supporting their developing language by using a vocabulary of words and gestures. Young infants' needs are identified as the childminder takes time to recognise their body language, such as when they are tired and require a sleep. She promotes young babies independence skills through play, such as encouraging them to practice their hand and eye coordination as they handle spoons and empty feeding bowls. A range of interactive resources engages children's attention, as they learn to operate key functions to allow for sounds and lights to operate. Books are offered and carefully selected to reflect the different ages of children attending, for example bright, colourful, different textured books capture young infant's attention. Older children are supported in their early reading skills with the guidance of the childminder. Young infant's early mobility skills are supported, as the childminder carefully sets out play within their reach to encourage infants to roll and shuffle to reach these. The childminder ensures that young infants have language spoken around them to support their developing vocabularies. For example, she ensures she talks to them as she feeds them their meals, while she changes their nappies and as she administers medication to them. This also helps them to feel included and safe. Resources provided for free drawing and early writing skills to be promoted are enjoyed by the children, for example older children use stencils to extend on activities. Board games and puzzles offer older children challenges in early maths, such as with counting, adding and sorting. Access to a range of developing resources and the celebration of different cultural festivals enhances children's awareness of diversity. For example, children make snakes with craft materials for Chinese New Year, and play with dolls that reflect different genders and races. Babies and children do not have many opportunities to experiment with a range of media through sensory exploration and resources to use as props for role-play are quite limited.

The childminder takes children out to community venues to allow them to explore what is around them, socialise with other children and access additional play experiences. For example, younger children visit a childminder's drop-in group; occasionally a book library and older children have visited a bird sanctuary.

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

Children are happy, content, relaxed and secure with the childminder. This is evident as they watch closely her movements, smile warmly as she appears close to them and welcome the cuddles she gives them. The childminder ensures she seeks relevant details about children's health needs, dietary needs and follows procedures as required to administer medication when required. The children settle well, as the childminder encourages gradual visits allowing for a trusting relationship to form. Children receive an appropriate response from the childminder when they seek her out for affection, and snuggle in her arms as they prepare for a rest.

Children behave well, as the childminder presents as a positive role model. She sets clear boundaries based on safety, respect of others, respect of others feelings and respect of

others belongings. She includes older children on a regular basis to discuss the house rules, allowing for them to contribute and also to check out their understanding. The children also learn about safety, through their inclusion in evacuation drills, the use of safety equipment in the home, talking to young infants about why she is using the harness as she places them in the feeding chair and teaching children about road safety when out in the community.

The childminder encourages healthy eating and follows parents' instructions for the serving of meals and snacks provided by them. She follows young infants' feeding routines and informs parents about any changes in feeding habits, allowing for changes to be implemented if required. Children rest according to their own needs; they are snugly settled to sleep and supervised by the childminder. Resources in the bathroom are organised to support older children to manage their personal hygiene independently. All children have opportunities to go out in the community. This can vary from a short walk for young infants in the immediate area or a visit to the park after school. The childminder identifies the need for children to adopt a healthy lifestyle via daily opportunities for fresh air and exercise and children learn the benefits of this.

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

The childminder's understanding of safeguarding is strong. She has procedures to guide her on taking action should she be concerned about a child's welfare. She implements her procedures for assessing safety, recording accidents and when asked to administer medication. Documentation is used to support children's safety, such as attendance records. Children receive care in a home where safety is checked daily by the childminder. The childminder identifies any potential risks and removes, minimises or manages the risks allowing children to play and move safely. A full range of policies and procedures are provided to parents, this includes a complaints procedure. In addition the childminder seeks a range of written parental consents, to support children's safety. For example to allow the childminder to take photographs of children for observational purposes only.

The childminder implements her knowledge of the Early Years Foundation Stage requirements into practice. She identifies further training to ensure she is secure in her knowledge, with a course booked to attend in the forthcoming weeks. She has begun to receive visits from her local authority; this provides her with support and advice. In addition, she gains information on relevant training to attend, such as safeguarding and observational assessment. The visits also allow the childminder to identify areas of her provision to develop. The childminder has started to use the Ofsted self-evaluation tool to identify the strengths and weaknesses in her provision and plan targets for improvement. Currently, she does not ask parents for feedback on the service she provides, as part of her self-evaluation.

The childminder has a developed positive relationships with parents, she communicates with them regularly using a range of opportunities to maintain ongoing communication. For example, providing verbal feedback at handovers about each child's day, or by text

and by phone. In addition, she provides a detailed written account for parents of young infants. The exchange of a daily diary enables parents to be kept updated, engaged and be able to contribute to their child's care and learning needs. Children's learning profiles are in the early stages of being developed, the childminder has collated photographs and written observations to share with parents once completed.

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 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 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	EY451639
Local authority	Havering
Inspection number	882976
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

