

Inspection date

Previous inspection date

14/05/2013

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 enjoy play and learning outside with a wide, varied and stimulating range of play resources that help children learn and have fun.
- Good relationships with the childminder help children to settle and make good attachments with her, supporting their well-being.
- Healthy, nutritious meals support children's health and they enjoy learning about healthy lifestyles by making pizzas and fruit salads.
- Effective partnerships with parents means that children's needs are met because the childminder and parents share the care and education of their child.

It is not yet outstanding because

- Messy and creative activities are not always different and unusual to inspire children's imagination.

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 children's play and childminder interaction, indoors and outside.
- The inspector examined documentation including a representative sample of children's records and development plans.

Inspector

Caroline Preston

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and young child in Hornchurch in the London borough of Havering, close to shops, parks, schools and public transport links. The whole of the upstairs maisonette is used for childminding. The childminder works with a co-childminder and her partner is her assistant. There are currently twelve children on roll in the early years age range. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- Offer children messy play and creative activities that are different, unusual and inspire imagination.

Inspection judgements

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

Children take part in a good range of activities which helps them to play and learn and make good progress towards the early learning goals. Children enjoy role-play activities in small groups, extending and elaborating their ideas such as 'we're going on a bear hunt'. Children act out different characters they know such as 'being a spy' they hide and chase each other and the childminder. As a result of the childminder encouraging children in these activities they can be spontaneous and follow their own interests.

The childminder listens to and interacts with the children well, which helps children learn to listen to each other as they talk about events at home. They focus attention and are able to follow instructions. Children are confident and skilful physically as they run, jump, chase and climb in the garden. They move freely and with pleasure. The childminder offers children support with their early writing skills. Children can easily grip and hold pencils and paintbrushes. They enjoy handling and looking at books and being read to by the childminder, understanding that books carry information. This develops children's communication skills and literacy effectively as the childminder promotes this by offering a wide range of books of children in their play.

Children count during number games and nursery rhymes. They count the plates, forks and spoons during lunch developing early maths skills. Children begin to understand the world around them as they make regular visits to the local library and take part in music sessions with different children. Children enjoy good creative activities but not all of them are different and unusual to inspire children's imaginations further. For example, children enjoy sand play outside in the garden. However they are not able to use different types of media in the garden to support further learning.

The childminder carries out on-entry observations on each new child; this helps her to know what stage they are at developmentally when they start. Parents are also involved with their child's initial assessment. This helps the childminder find out about each child and build effective partnerships with parents. Parents receive regular newsletters and information about the setting. Progress checks are completed and shared with parents when children are aged between two and three years old. This means that parents are kept up to date about their child's progress and achievements. Children who may have additional needs are identified and supported if needed by the childminder and

appropriate external agencies.

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

Children make good progress in their development because they build strong, happy attachments with the childminder, her co-childminder and assistant. This helps them learn because children are offered consistent care from all adults present.. This supports their well-being and independence from the beginning, as they feel secure and happy very quickly. The childminder is a good role model she is kind, affectionate and engaging with the children. She offers them fun and exciting times at her home which helps them learn easily. Children behave well they share and take turns with all the good play resources available to them. The childminder encourages sharing, for example during play outside on the soils, children take turns using the different resources in the soil activity. Children learn to respect each other's differences as they paint self-portraits, learning about themselves and others at the childminder's home. They learn through effective resources that show positive images of the wider and celebrate various festivals. Resources include books, dolls and role play area, for example the 'Chinese restaurant'.

Children learn about safety as they walk to the library for music sessions, they learn about road safety and keeping safe. The childminder and the assistant talk to children about the green cross code, to reinforce the importance of road safety. Children learn to walk safely and calmly from the garden to the upstairs maisonette to have lunch. Children enjoy daily good exercise as they spent most of their time playing and learning outside. Children learn that exercise and fresh air are good for them. The childminder and assistant talk to children about the importance of being healthy and that exercise is good for their bodies. Children learn good hygiene routines as they wash their hands before lunch and after using the toilet. The childminder and assistant talk to children about why its important to wash their hands after playing outside. For example to have clean hands before eating food, so that germs can be removed and not make them sick.

The childminder provides a well-resourced garden and purpose built play house which helps children experience lots of exciting and varied play opportunities. These include communication skills, mathematics, physical development and all the areas of learning. All of which helps children to learn, be independent and prepare for school life.

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

The childminder understands and implements her roles and responsibilities well. She plans and offers children a good range of learning experiences across all areas of development both inside and outside. Her secure knowledge of safeguarding procedures means that children are kept safe. She is able to identify any safeguarding concerns and follow the appropriate procedures to protect children. The childminder completes detailed risk assessments and ensures that any potential hazards to children inside, outside and when on trips are identified and minimised.

The childminder works well in partnership with her co-childminder and assistant to provide good care and education for the children. All carers are deployed effectively to meet the children's needs and provide children good levels of interaction as they play. The children have demonstrate they have good relationships with the childminder, co-childminder and assistant. They enjoy learning in the fun, inviting and safe environment. This, along with the interaction with the childminder and her colleagues, helps children make good progress in all areas of learning.

All records for the smooth running of the childminding service are in place and consistently implemented by all involved. The childminder and her colleagues provide a consistent approach and this effectively supports children's care and learning needs. Strong self-evaluation of practice means that identifies, reviews and improves any areas for development she identifies. Good partnership with parents helps children to settle and develop. There is a good two-way flow of information between the childminder and parents and this supports children's ongoing learning and care requirements. The childminder is aware of the need to work with external agencies to support children if needed

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	EY452584
Local authority	Havering
Inspection number	892903
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
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, 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.

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