

Inspection date

Previous inspection date

25/10/2013

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's learning is sensitively promoted through play because the childminder has a good understanding of child development and the Statutory Framework for the Early Years Foundation Stage.
- The childminder takes time to get to know and understand the children, helping them to feel settled and secure.
- Children are motivated and demonstrate high levels of independence and curiosity. They are keen to explore and play and are developing positive attitudes to learning.
- The childminder effectively reflects on her practice and identifies areas for future improvements. She is motivated to continue her professional development and build on the good quality of the serviceshe provides.

It is not yet outstanding because

- The childminder has not yet built effective communication links with all the different settings that minded children attend to promote consistency in children's learning.

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 in the childminder's lounge and kitchen.
- The inspector spoke with the childminder and children.
- The inspector took account of parents' views by speaking to them on the day.
- The inspector looked at policies and procedures, risk assessments, children's developmental records and other relevant documentation.

Inspector

Jenny Forbes

Full Report

Information about the setting

The childminder registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children, one of whom is an adult and the other of school age. The family live in a third floor flat, with lift access, in Bethnal Green within the London Borough of Tower Hamlets. The lounge, kitchen and bathroom of the childminder's flat are used for childminding. There is no garden but there is a large park adjacent to the premises. The family has a dog.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder walks to local nurseries and schools to take and collect children.

There is currently one child on roll, who is in the early years age group and attends for a variety of sessions. The childminder operates all year round from 7.30am to 6.00pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- strengthen partnership working by ensuring there are robust communication links with all the settings minded children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

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 children learn. She provides a good range of interesting and challenging play experiences for the children, to give a broad balance across all areas. The childminder uses effective systems of observation and assessment to monitor children's development to ensure they progress well. The childminder has high expectations of children, which are based on assessments of their starting points using initial information gathered from parents. The childminder works closely with parents to share plans for children's next steps in learning that are based on children's particular interests. This ensures children enjoy their learning and are well motivated. The childminder supports children's activities and experiences at school. For example, she reads stories from children's book bags and uses school mathematics counters and number lines with the children.

The childminder gives parents useful information about the requirements of the Statutory Framework for the Early Years Foundation Stage so that parents understand the aims and objectives of the activities she provides for the children. The childminder uses a daily communications book, emails, shared photographs and daily conversations with parents to ensure that relevant information about the children's progress is continually exchanged. Children enthusiastically make choices about their play and learning indoors as they confidently select from the resources available. The childminder takes care to ensure that the toys and resources accessed by the children are safe and suitable for their age and stage of development. The childminder frequently asks children what they would like to do next and encourages them to choose resources that extend their learning. This helps children develop confidence in initiating their own play and taking decisions. For example, children choose books that help them to understand that everyone is different. The childminder asks open-ended questions to encourage children to think and come to their own conclusions. She describes how the characters in the book wear glasses and asks children if they know others at school who might wear them. The childminder encourages questioning and ignites children's curiosity.

The childminder encourages children's physical development and coordination as they manipulate dough to make Halloween biscuits. They strengthen their muscles as they roll the dough flat and develop good hand control as they cut out the shapes. They learn to be patient as they wait for the biscuits to cook. Children's mathematical development is promoted as they count the number of biscuits they have made. They learn how mixing food dye with white icing can make different colours and say 'I'm mixing pink' as they identify their favourite colour. Children practise their creative skills when they decorate their iced biscuits with sprinkles and marshmallows. The childminder engages the children in conversation about the different shapes of their biscuits, and how they might taste, to develop the children's communication and language skills. Children feel proud of their achievements as they pack their biscuits into boxes to take home for their parents. This promotes their personal, social and emotional skills well. Children acquire the skills and attitudes they need to move on successfully in their learning.

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

The childminder shows a good understanding of the children in her care and knows how they learn best. She is a good role model as she leads by example, modelling politeness and kindness. The childminder's calm manner helps children to behave well. She is consistent in her expectations and this helps children to feel safe and secure. Children make close and affectionate relationships with the childminder and her family and they settle well. Parents report that the childminder is kind and caring. The childminder works closely with parents and families to build strong partnerships and offers warm and consistent care to all children. Parents are welcomed into the setting at any time and, as a result, children are happy and confident. Praise and encouragement are given freely so that children know their efforts are valued.

Children are safe in the childminder's care. She effectively assesses risks in her premises and on outings to help ensure children remain safe and secure. Fire drills are practised

every school term to ensure the children understand how to leave the premises quickly and easily should an emergency occur. The childminder teaches children how to keep themselves safe. She asks them to remember why they must hold hands as they cross the road. She reminds them that the oven is hot when cooking their Halloween biscuits and why they should stay out of the kitchen until it is cooler. They learn to sit still on their chairs when decorating their biscuits in case they might fall.

Children learn to eat healthily and make healthy choices for their snack. They enjoy choosing their yogurt and identify with the male and female characters on the pot saying 'I want the girl one' and 'I want the boy one'. They learn when to wash their hands to keep themselves clean. They independently manage their own personal care needs and put on their own shoes. Children have daily opportunities to exercise in the fresh air as they play in the park after school.

Children have access to a wide variety of good quality resources. An interesting and imaginative range of books and toys help children to learn about other people's cultures and abilities. Small world toys and puzzles help children to recognise and understand differences. Children read books about feelings and talk about the expression of emotion on the characters' faces. The childminder makes sure that children are emotionally well prepared to move to other settings. Younger children are taken to the school where older children attend to learn about the school environment and how it differs from their nursery.

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

The childminder has a clear understanding of safeguarding and child protection and knows the procedures to follow should she have concerns about a child. She has up-to-date and effective safeguarding policies and procedures and she restricts the use of mobile phones on her premises. The childminder has completed safeguarding training and is keen to continually update her knowledge by attending further training, such as 'safety at work' and by working closely with the local authority development team. All hazards in the childminder's home are thoroughly assessed and are minimized or eliminated where possible. The childminder keeps a record of all visitors to the premises and checks their identity before they are admitted. The childminder is well organised. Records of attendance, accidents, incidents and medication are kept up to date and signed by parents as necessary.

The childminder plans for children's development and learning by carrying out observations and assessments to identify children's next steps across the seven areas of learning. Photographic evidence and samples of children's work support the childminder's planning for children's next steps in learning. The childminder maintains close partnerships with parents to ensure that children's experiences and interests at home are included to provide continuity. Parents are very positive in their comments about the service provided by the childminder and write complimentary feedback in the communications book that goes home regularly with the children. Partnerships with parents are strong. However, the

childminder does not currently work effectively in partnership with all other settings that children attend and, as a result, continuity of learning between settings is not always achieved.

The childminder is ambitious and well motivated to improve her provision and, therefore, she effectively evaluates the service she provides. She reflects on her practice as she observes the children and she uses her skills of assessment to identify where changes need to be made, for example, to resources to provide suitably challenging activities for children. She effectively evaluates the activities she provides and notes where to make changes the next time the activity is conducted. She has clear targets for improvements to enable her to provide better facilities, resources and activities to benefit children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY458245
Local authority	Tower Hamlets
Inspection number	911113
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
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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