

Inspection date

24/09/2014

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

- The childminder's knowledge of safety and her daily procedures helps to keep children safe.
- The childminder provides children with a wide range of activities indoors and outdoors to support and extend their learning and development.
- Children have good opportunities for exploration play, which enables them to develop a growing understanding of the local environment and to find out about of the natural world.
- Children's communication and language development is progressing well because of the good support they receive from the childminder.

It is not yet outstanding because

- Children are not given opportunities to learn the importance of good personal hygiene so that they develop an understanding of how to stay healthy.
- There are fewer books or other resources written in different languages available to help children see texts in a range of other languages.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the childminder.
- The inspector observed the childminder's interaction with the children.
The inspector sampled some of the childminder's documentation, such as, the
- record of attendance, children's personal information forms, observation and assessment records and training certificates.
- The inspector read the parents' written comments about the care their children receive from the childminder.

Inspector

Jennifer Liverpool

Full report

Information about the setting

The childminder registered in 2013. She lives with her two teenage children in Manor Park within the London Borough of Newham. The childminder's flat is located on the second floor in a block of housing. The living room and bedroom are used for childminding. The family have a rabbit.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is currently three children in the early years age range, two of whom attends part-time nursery and school. The childminder also cares for older children after school. She regularly takes children on trips to local toddler groups and parks. The childminder holds an NNEB (Nursery Nursing Examination Board) diploma in childcare and early years at level 3.

What the setting needs to do to improve further

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

- develop children's awareness about the importance of hand washing so that they understand the need to follow good personal hygiene
- provide books in dual languages spoken by the children, their families and the community, to enable children to see texts written in a range of different languages.

Inspection judgements

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

The childminder embraces the Early Years Foundation Stage and continually updates her knowledge and developing skills for carrying out observations and assessments. Consequently, she meets the children's individual learning and development needs well due to her good knowledge of their stage of their abilities. The childminder makes effective use of the information she gathers from parents about their child's interests and abilities in order to find out about their existing skills on entry. She has a comprehensive system in place for assessing children's achievements and identifying the next steps to move children on in their learning and development. The childminder also takes account of children's interests and plans activities that enable children to have fun, reflect on what they already know and make further connections. For example, children compared the spiky texture of dried flowers to a hedgehog.

The childminder encourages all children of various abilities to progress according to their needs and at their own pace. The childminder introduces a variety of activities to promote

children's communication and language skills. For example, she speaks clearly, responds to what children say and models the correct use of language. She also allows children time to talk, show interest in what they say and asks open-ended questions to help children express their ideas. Consequently, children are gaining confidence to participate in conversations with adults and to children in small groups, and talk about their ideas and thoughts. This helps children to acquire the skills that they need for the future.

The childminder effectively helps children to progress that are learning to speak English by providing a variety of activities. For example, the childminder uses repetition of simple words, labelling of objects, simple rhymes, and gestures to help children understand what is being said. The childminder encourages children who share the same language to speak in their home language in the setting. This helps to ensure that children are given opportunities to hear their home language when they are playing and to become aware that their language is important. In addition, other children benefit from hearing other community language being spoken at the setting.

Children creativity is fostered by the childminder as she provides them with a broad range of opportunities to develop their creative skills. For example, they learn their colours and have opportunities to freely draw on a variety of paper and materials. They join in singing and dancing to music and movement sessions at the toddler group. In addition, children enjoy manipulating play dough balls by squeezing, rolling, and making shapes to represent real objects, such as an apple. The childminder provide children with good opportunities to explore their surroundings indoors and outdoors. For example, the childminder lay out a wide range of natural objects to enable children to experiment and discover a range of contrasting textures, such as, soft, hard, smooth and rough materials. Children enjoy handling acorn, brushes, wooden balls and colourful materials. The childminder also takes children out on nature walks to the local parks and fields. Children are able to observe mini beasts and learn about the different seasons in the year. The childminder becomes involve in children explorations to help them understand the growth of flowers and respond to their curiosity about the leaves changing colour from green to brown.

Childminder sing number rhymes to help children become aware of numbers. She also provides purposeful-play opportunities to encourage children to learn to develop counting skills. For example, the childminder asks children to count the number of play foods in the bowl and the wooden blocks on the floor. Children generally develop an understanding of a diverse society as they play with multicultural dolls and look at pictures that reflect positive images of culture. However, children have few opportunities to see texts written in their home languages as well as languages other than English, to help them understand and identify with the different languages spoken in their community.

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

All children receive a warm welcome each day and their relationship with the childminder is friendly and secure. This enables children to feel reassured. Children enjoy their time at the setting due to the warmth and affection they receive from the childminder. This enables them to feel that they are valued and in turn, helps them to develop their self-

confidence. The childminder manages children behaviour calmly and sensitively. She helps children to understand why certain behaviour is not acceptable. For example, the childminder uses simple explanation and give reasons for making requests for good behaviour. The childminder supports younger children to learn to share and take turns. She also takes children to toddler groups where can take part in large group activities and learn to enjoy other children's company. This helps to promote children's social development.

Children learn how to keep safe as the childminder talks to them about blowing on hot food to cool it down so that they do not burn their mouths. She also regularly practises the emergency evacuation with the children to help them become aware of the procedures. In addition to this, the children also learn about road safety when out on trips.

The childminder gathers relevant information from parents regarding children's diet and medical history. She takes account of children's dietary needs and preferences when planning meals for the children to meet their individual requirements. The childminder provides children with healthy and nutritious foods that consist of fresh vegetables, chicken, mincemeat, salads, soup and sandwiches with fillings of children's choice. Children learn the benefits of a healthy diet through discussion and activities, such as, when using play foods. Children are encouraged to wash their hands after visiting the toilet. However, the childminder does not help children to understand the reasons why they need to wash their hands in order that they learn the importance of good personal hygiene.

The childminder makes sure that children have daily opportunities to go out in the fresh air and to take part in daily physical exercise. For example, children go on short walks to the school on a daily basis. The childminder regularly takes children on outings to the local parks and the local children centres where children can access large play equipment. Consequently, children enjoy a range of physical activities that contribute to their physical development.

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

The childminder demonstrates secure knowledge and understanding of child protection issues and safeguarding procedures. She knows how to proceed if she has any concerns about the children's welfare and how to respond to an allegation. In addition, the childminder keeps a safeguarding policy in place, which she shares with parents. This enables parents to become aware about the childminder's procedures to safeguard children, which covers the use of cameras and mobile phones in the setting. The childminder uses risk assessment procedures to check for potential hazards indoors and on outings. This means that she takes steps to identify and minimise that children may encounter indoors or on outings. Consequently, children's safety is assured. The childminder holds a current paediatric first-aid training certificate, which enables her to give appropriate care if a child sustains an injury.

The childminder keeps and maintains relevant records for the safe management of the children. This supports children's welfare. The childminder has attended a number of training courses since registration. This enables her to have a clear understanding of how children learn and to make good links between assessments and planning of activities to extend children's learning. The childminder keeps a self-evaluation plan, which she reviews annually to assess the quality of care and learning she provides for the children and the service she offers to parents. The childminder demonstrates a commitment to continue to improve the outcome for children.

The childminder establishes strong partnerships with parents. She places great emphasis on the daily sharing of information with them about their children's care and general well-being to promote consistency of care. The childminder encourages parents who are learning to speak English, to bring along a member of the family to help with interpretation and translation. This is to ensure they keep them fully informed about their child's development and progress. Parents' written statements indicate that they are happy with the quality of care their children receive and pleased with the progress they are making.

The childminder is developing positive links with the nursery staff and school teachers. She exchanges information with staff about how children have spent their day in the nursery or school enabling her to promote continuity of care for the children. The childminder also passes on important information from the school or nursery to parents to keep them up to date with their child's general well-being while at the other setting.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY467225
Local authority	Newham
Inspection number	950232
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
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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