

Inspection date

Previous inspection date

21/09/2012

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

- Young children settle quickly, because their needs are met and the childminder provides a warm, friendly and stimulating environment.
- The outdoor environment helps children to develop their physical skills, as they enjoy the full range of learning opportunities available.
- Toys and resources are easily accessible in the large playroom, which means all children can make choices and develop independence skills.

It is not yet outstanding because

- The childminder has not considered strategies such as including photographs of familiar people in the learning environment to further support very young children's personal, social and emotional development.

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 the childminder and her interactions with children that support their learning
- The inspector observed children making use of the indoor and outdoor learning environments
- The inspector held discussions with the childminder
- The inspector sampled relevant documentation

Inspector

Caroline Preston

Full Report

Information about the setting

The childminder registered in 2012. She lives with her three children aged three, six and fourteen years. They live in Harold Hill, near Romford, in the London Borough of Havering, close to shops, parks and public transport links. The whole of the ground floor of the childminder's house is used for childminding. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and

voluntary parts of the Childcare Register. She is currently minding two children in the early years age range.

What the setting needs to do to improve further

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

- Display photos of family and other special people in order to further enhance very young children's emotional development

Inspection judgements

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

Children enjoy a good range of play experiences that support their individual learning. Young children express their own interests and preferences as they play with different zoo animals. They choose each animal and place them on the mat carefully, listening to other children as they play. Children seek comfort from the childminder who sits with them and plays. She develops strong bonds with new children, helping them to feel safe and secure through one-to-one interaction. Children feel confident to show their emotions such as being cross when told 'its time to get off the trampoline'. However, they manage their feelings well. Children show cooperation with routines and sit and enjoy snacks at the small table with the all the children. They show interest in songs and sounds when using the programmable musical toys. Children are confident to speak to others about their own needs, wants and interests. However, there are no photos of family and other special people displayed to further support younger children's emotional development. Children are supported to progress in their learning. Children are motivated by the childminder who interacts and engages with them during play. For example reading stories to them enthusiastically so that they pay close attention and are keen to join in.

The childminder makes good use of information from parents to help establish children's starting points. She makes effective use of her observations to plan for each child, and to identify the next steps in their development. As a result, children make good progress in relation to their starting points. Parents contribute to children's learning records and regularly share information about what their does at home. As a result, children are acquiring the skills to be ready for the next stage in their learning.

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

Young children show they are happy and secure, they confidently join in all activities, smile and show affection. Older children play with younger ones, sharing toys and helping

them during play. Children develop their independence as they move around different activities, and explore their surroundings outside. The environment is welcoming and stimulating, resources are interesting and age appropriate and easy to access. Children enjoy being physically active as they dig in the garden. They make links between the rain water and the growing plants as they make sense of the natural world. Children enjoy healthy foods, they sit and share fruit snacks and look through books with different foods to learn about these. Menus are varied and nutritious and meet individual dietary needs. Children take part in and enjoy physical exercise in the garden. They ride bikes and run around freely. Older children use the bathroom when they need to and show a good understanding of their own personal hygiene needs. Younger children's all round needs are met through routines suited to them and discussed with parents. This also supports very young children in settling with the childminder because they quickly learn that their needs are understood. Children behave well and understand boundaries, which helps them feel safe. Children demonstrate their understanding that rules help to keep them safe as they use the trampoline safely. Children know about road safety and how to keep safe when out for walks. Children learn about diversity in the community, and about their own and other cultures. They play with toys reflecting difference and diversity. Children enjoy tasting food from different places and cultures, introducing them to aspects of the world about them.

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

The childminder's strong understanding of safeguarding issues means she is confident in following appropriate procedures in order to protect children. Current training in child protection helps her to safeguard children if concerns are raised. The childminder carries out regular risk assessments to identify and minimise any hazards to children. Documentation needed for the smooth running of the childminding service is available and complete. Strong self-evaluation helps to develop continuous improvement. For example, the childminder prepared well for the changes made to the Early Years Foundation Stage, and as a result she implements the requirements confidently. The childminder has completed many training courses to improve her knowledge of childcare practice. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises. Strong partnership's with parents' means that daily information is exchanged to help build relationships and support children's individual needs. Parents view all the policies and procedures with the childminder, so are aware of how children are cared for. The childminder shares children's learning records with parents, this means they know the progress their children make in their learning and development.

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	EY443227
Local authority	Havering
Inspection number	786773
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
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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