

### Inspection date

Previous inspection date

08/11/2012

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

- The childminder has a well-developed understanding of how to promote the health and safety of the children in her care. She has assessed the risks to her premises well and has minimised these so children are able use all areas of the home safely.
- The childminder knows the children very well and is secure in her knowledge about children's individual needs, interests and developing personalities.
- Children are happy and well settled at the childminder's home and form positive relationships with adults and other children. They show willingness to have a go, take risks and engage in new experiences available to them.
- Opportunities for children to play and extend their learning in the garden are freely available.

#### It is not yet outstanding because

- Partnership with parents is developing although they do not receive information about the curriculum, or have opportunities to contribute to planning and share ideas for learning at home to meet the individual needs of all of the children.

## 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 activities at the childminder's home in the lounge, conservatory and garden area.
- The inspector spoke with the childminder at appropriate times throughout the inspection both in the indoor and outdoor learning environment.
- The inspector looked at children's development profiles, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.

## Inspector

Amanda Allen

## Full Report

### Information about the setting

The childminder registered in April 2012. She lives with her husband and two young children in Rainham, within the London Borough of Havering. The ground floor of the home is used for minding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is able to take and collect children from local pre-schools and primary school. She works Monday to Friday from 7am

to 6pm all year round.

### **What the setting needs to do to improve further**

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

- develop further the partnership with parents by a) providing information on the Early Years Foundation Stage curriculum b) engage with parents in their child's learning and development at home c) include opportunities for parents to support learning when planning activities

### **Inspection judgements**

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

The childminder has a well-developed knowledge of the early years curriculum and seven areas of learning and provides a range of activities that captures children's interest and holds their attention. The children are carefully nurtured by the warm close relationships they have with the childminder, which supports them to feel secure when making choices from the activities and resources provided. Children gain confidence and independence as they self-select play activities, often becoming absorbed in independent exploration. The childminder encourages children to try new activities and to learn together and from each other such as having the confidence to climb the slide and go on the trampoline in the outside learning environment.

Children's language development is fostered through regular conversations at mealtimes and during care routines as well as story times. Children's vocabulary is above the developmental milestones for their age. The childminder introduces new words such as 'duck' and 'quack' when talking about a recent trip to the farm. She repeats phrases back to children to help them consolidate their vocabularies, such as remarking 'That's right, it's a duck, well done.'

Children have a stimulating range of resources to choose from on a daily basis. They enjoy playing with a selection of treasure baskets and boxes that the childminder has put together. Children are learning to negotiate with each other, to take turns as they share books and puppets, building blocks and placing jigsaw puzzle pieces in the correct places. Children have some opportunities for singing together and enjoy performing the actions to a range of familiar songs. They enjoy learning about the world around them through meaningful trips into the local community. Such as, visits to the local parks, children's centre groups and soft play settings. This makes sure that learning is not confined to the

home but they learn in all environments. This makes it fun and exciting for the children.

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

The children have formed secure attachments with the childminder, children receive lots of cuddles and reassurance from the childminder as and when they require it. This helps to build their self-esteem and confidence. Children demonstrate a sense of self as an individual and recognise themselves in the mirror. They enjoy waving at themselves in the mirror and share pleasure in doing things for themselves.

The childminder has a very calming nature about her which results in well-behaved children who respond well to praise. The childminder maintains a consistent approach to behaviour management and adapts it to the age and understanding of the children involved. Children happily tidy away resources under the direction of the childminder and know how to share and take turns.

The childminder is aware of each child's favourite resources, such as, specific songs, interests in books and dolls and prams and responds to these appropriately. This enables all children to become interested and active learners. The childminder takes time to find out about the children when they start and their likes and dislikes which aids in their settling in process. The childminder is making effective use of each child's development profile through observations and assessments, to build a clear picture of children's individual needs.

Children are well protected from cross contamination and infection through effective procedures in place. Children are taught about the importance of personal hygiene throughout their day at the childminder's. She also encourages the children to have their hands washed before and after they eat, after nappy changes and when coming in from the garden. All children have extremely healthy and nutritious meals and snacks. The childminder works with the parents, making sure the meals meet the children's dietary requirements. Fresh drinking water and milk is available at all times and children have their own individual cups and beakers.

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

Safeguarding children is crucial to the childminder. She has a good knowledge and understanding of child protection issues and the steps to follow if an allegation was made towards her or a member of her family. Risk assessments are carried out on the home and for all outings. The childminder demonstrates a good understanding of her responsibilities in keeping children safe during an emergency. She holds a current first aid certificate. This means that she can give appropriate treatment if there is an accident to a child in her care. All accidents are recorded and signed by parents on collection. All adult members of the household hold full Criminal Records Bureau checks and the childminder has a good understanding of how to protect the children from non-vetted visitors to the home.

The childminder closely liaises with parents from the start through clear settling procedures and by asking them to provide information about their children's care routines likes and dislikes. The childminder has yet to implement the progress check at age two but is able to identify where the children are in their stage of development and what they are able to do. This is reflected in their photographic development profiles and the next steps to build on their individual progress. She makes sure that her observation of what each child is learning is recorded and which developmental age band they are working within. This helps her to then plan the next steps for each child ensuring that she is able to move them forward and track their progress. Although all children make good progress, planning does not include opportunities for parents to comment and be involved. The childminder feeds back to parents on a daily basis but is not yet providing ideas and suggestions to continue with supporting children's learning at home. She is aware of the need to support and prepare children for their next stage of learning and has plans in place for supporting children's transitions to other settings and school.

Partnership with other agencies, such as the local schools, supports the care of older children. The childminder is aware of the importance of partnership working with external agencies to secure appropriate interventions but has not yet had reason to try to establish these partnerships. The childminder reflects and evaluates her practice and she is able to discuss clearly her strengths and has highlighted weaknesses in her practice. She regularly supplements her resources by attending the local resource library and uses these resources to enhance children's learning and development. The childminder is committed to improving her service and is constantly attending training to build on her knowledge.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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**

<b>Unique reference number</b>	EY444982
<b>Local authority</b>	Havering
<b>Inspection number</b>	797227
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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