

Inspection date	21/11/2012
Previous inspection date	31/05/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	Not Met
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- Children settle quickly and form a strong emotional attachment to the childminder. This makes them feel safe in the welcoming and secure environment.
- The childminder makes good use of the local area and amenities to support children's social skills, communication and physical development.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She assesses the risks to her premises well and minimises these so children are able use all areas of the ground floor and the garden in their play.

It is not yet good because

- The childminder does not place enough emphasis on promoting children's creative and imaginative abilities.
- Although the children enjoy accessing the childminder's garden for physical play, there are few opportunities to explore all areas of learning.
- Although the childminder has begun to make improvements to her service for the benefit of the children, the system for self-evaluation is not rigorous enough to identify weaknesses in the educational programmes.

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 in the main downstairs rooms and the garden.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at written observations of children's progress, planning documentation, and a selection of policies and children's records.

Inspector

Sharron Fogarty

Full Report

Information about the setting

The childminder registered in 2005. She lives with her husband and their three children, one of whom is of adult age and two of whom are aged under eight years. They live in Romford, in the London Borough of Havering. The whole of the ground floor, together with the bathroom on the first floor, is used for childminding. There is a 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 currently caring for one child in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programme for expressive arts and design by improving opportunities for children to represent their ideas and use their imaginations

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

- develop careful monitoring of the educational programmes by introducing thorough self-evaluation procedures
- extend learning in the outdoor play environment by developing stimulating activities across all areas of learning.

Inspection judgements

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

Children enjoy playing and learning in the childminder's caring, welcoming home. They learn from being able to lead their own play and through guidance from the supportive childminder. Overall, the educational programmes mean children make sound progress in their learning and development. The childminder places appropriate emphasis on the three prime areas of learning: personal social and emotional development; communication and language; and physical development. As a result, children acquire the skills and attitudes they need when they move to their next phase in their education.

Generally, the childminder provides a suitable range of resources, arranged in low-level storage to support children's independence and choice. Children play contently with a wooden train set, they enjoy sharing and looking at a range of books, and move toy cars around a rug designed as a road. A recently purchased wooden shape stacker gives children suitable opportunities to explore shapes. The childminder uses appropriate mathematical language, such as taller and bigger, while playing with the children and encourages them to count the stacking blocks. Chunky crayons and playing with modelling dough helps young children to develop the skills they need for writing.

The childminder responds appropriately to children's learning needs and understands their non-verbal communication. For example, she knows when children get their shoes that they want to play in the garden. While outside children ride bikes and the childminder talks to them about the natural environment, for example, drawing their attention to a

squirrel in the tree. The childminder effectively supports children's language development by repeating words and key phrases, extending vocabulary where appropriate and encouraging conversation. Children take part in multi-cultural activities, such as making cards for Diwali and helping to make chapattis, which helps them to develop an appropriate understanding of the world around them.

The childminder's good use of the local area and amenities means children have a varied range of experiences and opportunities to support their overall development and learning. For example, regular walks to the local park to feed the ducks provide children with fresh air and exercise, and visits to the local library encourage an interest in books. The weekly 'gym tots' session especially supports children's physical skills and helps them to socialise with other children. However, the range of resources and activities in the childminder's home do not fully cover the required seven areas of learning. There are no role-play items for children to represent their ideas or express their imagination. Additionally, the childminder does not use the outdoor environment to its full potential to maximise all learning opportunities.

The childminder gathers detailed information from parents about children's personalities and interests when they start. This means she is able to provide activities that link with children's interests, which in turn helps them to enjoy their learning. Although children have been with the childminder for a relatively short period, she is already in the process of gathering observations of children's learning and development. She is planning to use this information, along with the Development Matters guidance, to assist her in identifying children's current stage of development, gaps in learning and areas of talent. Systems for observational assessments to inform planning are in the early stages; however, the childminder demonstrates she knows the types of activities to provide children with to help them make progress. This means they are prepared for school when appropriate. She is aware of her responsibility to complete the new assessment on two-year-olds and plans to involve parents in the process.

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

Children settle quickly into the childminder's care. They have only been attending for a few weeks, but already demonstrate a strong sense of belonging and emotional security. This is due to the childminder's emphasis on getting to know the children and the supportive, nurturing manner that she shows towards them. Children feel at home in her care as they confidently make choices about where and what to play with and enjoy sitting in their 'own' comfortable child-sized armchair.

The childminder gives gentle reminders of how to be safe in the home, for example, to sit in the chair properly to avoid it tipping over and getting hurt. She gives instructions pitched effectively at the children's level of understanding. The childminder makes routines flexible to follow the children's needs and she gives good consideration to their personal care. She follows hygienic practices in regard to nappy changing and hand washing, for both the children and herself.

The foundations for young children to adopt healthy and physically active lifestyles are firmly in place through the childminder's home-cooked healthy meals and the use of the physical environment outdoors. Mealtimes are relaxed social times when children enjoy eating with the childminder's own children and learn good table manners. Healthy snacks are available and children confidently recognise and name fruits and vegetables. Children learn good behaviour from the childminder's consistent approach to positive behaviour management. She praises and encourages them when they persevere at a task or achieve a result, for example, when they help tidy away the toys, or when they successfully complete a puzzle. This process encourages their self-esteem successfully.

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

The childminder demonstrates sound awareness of appropriate procedures when reporting safeguarding concerns. She effectively carries out safety measures to protect children's safety. For example, she undertakes regular risk assessments of the premises and for outings.

The childminder shows a satisfactory understanding of her strengths and weaknesses and she is beginning to address areas for improvement. For example, since the last inspection she has actively sought advice and guidance to improve her knowledge of the Early Years Foundation Stage. In the near future, the childminder plans to provide more resources for the children from the toy library and she intends to join a childminding network to share best practice. The childminder also shows commitment towards attending training courses. However, self-assessment is not rigorous enough to identify gaps in the educational programme. As a result, the provision for expressive arts and design is weak; furthermore, she does not make the most of learning opportunities in the outdoor space.

The childminder describes her relationship with parents as positive and as developing into a strong partnership. She provides parents with copies of her policies and procedures when their children start. Daily information sheets detail children's care needs and the types of activities they have done. As children are still very new, the childminder's assessment of their starting points for learning are not yet complete. However, she is introducing systems to review children's progress and to agree a plan for supporting children's ongoing learning journey with parents. The childminder has no cause to work in partnership with any external agencies at the moment, but she is aware of the requirements for information sharing if and when the need arises. The childminder states that she is happy to liaise with advisors and with other providers so that they can work in partnership to support children's particular learning needs.

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

EY310702

Local authority	Havering
Inspection number	803114
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	31/05/2012
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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