

Inspection date

27/11/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children thrive in a very safe, calm atmosphere. They behave extremely well and have trusting relationships with the childminder and the other children who attend.
- The childminder works in very close partnership with parents. She responds well to their wishes so that the children benefit from consistency throughout the day. She involves parents fully in their children's learning so that they can support them well at home.
- The children enjoy very exciting and stimulating activities to help them to develop a wide range of skills.
- The childminder has an exceptionally good understanding of how to keep children safe in all situations. She also helps the children begin to learn how to keep themselves safe.
- The childminder observes children's learning closely so that she can plan the next steps in their learning and ensure that they make outstanding progress.

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 held discussions with the childminder and talked with all children present on the day of the inspection.
- The inspector observed children present playing indoors and outdoors, and engaged in different activities.
- The inspector reviewed children's records and a sample of other relevant documentation.

Inspector

Gill Walley

Full Report

Information about the setting

The childminder was registered in 2011. She lives with her son in a residential area of Woodford Green in the London Borough of Redbridge. The whole of the setting is used for childminding except the main bedroom. A garden is available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds a level 3 childcare qualification. Currently there is one child on roll in the early years age group.

What the setting needs to do to improve further

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

- extend the activities in the outdoor area to include additional opportunities for climbing and balancing.

Inspection judgements

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

The childminder provides a very extensive range of interesting toys which are suitable for young children. These help to encourage children's curiosity and develop their skills extremely well. The premises are extremely child centred and children can choose what they want to play with because toys are easy to reach and at their level. The childminder talks to the children constantly, expanding their vocabularies and encouraging their speaking and listening extremely well. She models language well so that children begin to make sounds and show their enjoyment of the activities. She recites numbers, names, colours and shapes at every opportunity. For example, at lunchtime she counts pieces of fruit and when going upstairs she counts the stairs so that the children hear numbers often and begin to repeat them. Children greatly enjoy sorting shapes and looking at books which develop their early understanding of number. The childminder enables children to develop their imagination well, for example through role play with the toy cooker or the police bike. Children develop some early mark making skills, for example when using chalks in the garden. A range of appealing books entice the children to browse through them or choose for the childminder to read to them. Children experience a wide range of musical instruments from different cultures and play with natural resources, such as fir cones. These provoke conversation and give children excellent experience of various textures. They explore interesting objects, such as mirrors, and they develop very good creative skills because of the many opportunities they have to paint, print and draw pictures.

The childminder observes the children's learning extremely well to identify precisely what they can do already and what they need to learn about next. She also notices how well they develop and provides opportunities to extend their understanding, for example, when a child shows an interest in stacking bricks to make a tower. She demonstrates the process slowly and carefully and then encourages the child to try it several times until they

manage to do it independently. The childminder knows the interests of the children in her care exceptionally well and uses this knowledge to plan activities which will motivate and excite them. For example, baking cupcakes was planned so that it helped children to experience textures, extend vocabulary and weigh ingredients.

The childminder provides children with a very wide variety of enjoyable experiences outside her home that promote their early understanding of the world. She regularly takes them to the library, local shops and parks and these activities help the children to extend their vocabulary extremely well. She uses these times to talk to the children about road safety and the things they notice when they are outdoors. The childminder often takes children to local toddler groups where they can develop their social skills and self-confidence by playing with a wider range of children.

The childminder encourages parents to share with her information about children's achievements at home. She has outstanding systems for settling children when they first attend. She keeps detailed records and photographic evidence of the children's progress and observes them closely while they are playing, noting the progress they make. She uses this information very well to plan the next steps in learning for each child. This accurate assessment of children's needs ensures that they make outstanding progress. She also shares this information with parents so that they can reinforce their children's learning at home if they wish to.

Children enjoy physical exercise and fresh air outside in the garden and the childminder makes sure they have further physical challenge by using larger equipment when they play in the park, such as slides and swings. The childminder offers a wide range of activities that cover all the areas of learning in her garden, although children have fewer opportunities to develop their ability to climb and balance.

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

Children receive excellent care in a calm, relaxed and friendly atmosphere. They form extremely close and trusting relationships with the childminder, who shows great concern for their security and welfare. They also form strong relationships with the older children in the childminder's care. Children concentrate for sustained periods because toys are appealing and the activities the childminder provides are interesting and suitable for their age range. The childminder has very high expectations of children's behaviour and is a good role model. She is patient, and she uses praise and positive language well to help children make the right choices and understand boundaries. This also develops their self-confidence and self-esteem. The childminder makes certain that children are happy and enjoying themselves and ensures that she knows as much as possible about them and their interests. This helps her plan activities and outings which motivate the children well and help them develop a wide range of skills.

Children become independent in age-appropriate ways owing to the childminder's

expectations. They find their shoes and coats when going out, and help to put them on. They choose the fruit they would like at snack time. The childminder encourages the children to choose what they want to play with and to be ambitious in what they can achieve. The development of these skills greatly helps the children when they make future transitions into other early years provisions or school. The premises are spacious, safe and hygienic. The children rapidly learn to avoid infection by washing their hands and putting their hands in front of their mouths if they cough or sneeze. There are extremely good facilities for children to sleep if they need to. The childminder has outstanding systems for informing parents of these daily routines so that they fully understand them. She also responds well to parents' wishes so that children benefit from a consistent approach throughout the day. Children have an extremely varied and very healthy diet. Mealtimes are sociable occasions when children learn good table manners and the childminder introduces them to foods they may not have tasted before.

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

The childminder is extremely experienced and follows very rigorous policies and procedures to help her ensure that the children are completely safe in every situation. Parents receive copies of these policies so that they fully understand the childminder's aims for her provision and the children. The childminder checks the premises daily to ensure they are safe. The childminder has a robust system in place for safeguarding and she knows who to contact if she has any concerns. She keeps meticulous records, for example of the times when she needs to give children any medication. She assesses the risks of the children's outings and takes the appropriate steps to reduce the chance of an accident. Toys and equipment are of good quality.

The childminder has an outstanding knowledge and understanding of the learning and development requirements. Her meticulous record keeping, planning and reviewing of assessments means she knows the children extremely well and provides a challenging and motivating environment for them.

The childminder has exceptionally strong partnerships with parents so that they are completely involved in their children's learning and development. This daily communication reassures parents that their children are safe and happy. The childminder explains clearly what steps she would take to adapt the provision if she looked after children speaking languages other than English, or children of different ages, abilities and backgrounds. She also explained how she would collaborate with parents and outside agencies. She ably described the changes she would make in order to support such children and to ensure that they progressed to the best of their ability.

When children first start attending the childminder asks parents for detailed information called 'All about me'. This helps her to decide what activities and toys the children will enjoy so that they settle easily. She uses this information extremely effectively to identify

the next steps in children's learning and builds on it successfully to ensure that children make consistently rapid progress in all the areas of learning. She has very good procedures for settling children when they first attend so that they quickly feel at ease. The childminder is very ambitious and reflects frequently on her practice and how it might improve. She involves parents in this evaluation and she also shares good practice with other local childminders.

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	EY435462
Local authority	Redbridge
Inspection number	782727
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 1
Total number of places	1
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 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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