

Inspection date

Previous inspection date

12/12/2012

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

- Children make good progress and the childminder has good knowledge of each child and supports them well in their learning and development.
- Children are safe and secure and their well-being is fostered as the childminder has a good knowledge of their needs and family background.
- The childminder engages with children particularly well to encourage them to think critically and develop their own ideas.
- Children are well supported in developing their independence in trying things out to develop their knowledge and skills and in ways to resolve minor disputes.

It is not yet outstanding because

- Links with other early years providers are not yet fully established.

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 room and the garden.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documentation, the childminder's notes for improvement and children's records.
- The inspector and childminder carried out a joint observation.

Inspector

Lynn Wordsworth

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and three children in the Wanstead area within the London Borough of Redbridge. The whole of the ground floor of the home is used for childminding purposes. Toilet facilities are on the first floor. An enclosed garden is available for outside play. The childminder has five children on roll. Two are in the early years age group who attend for a variety of sessions, and three are school-age children who attend before and after school. The childminder provides care all

year round from 8am to 6pm, Monday to Friday. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds a National Vocational Qualification at level 3 in childcare. The family has a cat, rabbits and a snake.

What the setting needs to do to improve further

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

- develop further links with other early years providers caring for children, such as primary schools, to promote consistency in supporting children's care and education.

Inspection judgements

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

The childminder enables children to choose from a wide range of activities and experiences across all areas of learning. All children are making good progress, based on their starting points. Children are making very good progress in their communication and language skills. The childminder introduces new words and repeats phrases back to the children to help them consolidate their vocabulary. Whilst painting they say, 'the green is dark', 'I'm mixing them'.

The childminder spontaneously and skilfully follows children's lead and supports and extends their learning. For example, after noticing the children discover a picture of a spider, they prepare for a trip in the garden to look for spider's webs. Children are interested in the different shapes and how the frost has settled on them. The childminder supports children's emergent writing skills as they write letters to their friend. They seal the envelope writing the name and address on the front. The childminder encourages them to talk about their friends and count the letters they write. Children enjoy time to themselves, quietly looking through the books and talking about the pictures they see.

The childminder encourages the parents to share and celebrate their children's achievements. They review the range of assessments, which include the required two-year progress check and contribute by writing comments about their child's learning and development. They also keep the childminder up to date with their children's change in behaviour and routines at home, to enable the childminder to adapt activities.

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

Children feel very safe in the care of the childminder who is caring and sensitive to their needs. This makes them feel special and valued as individuals. The childminder has taken time to obtain all information from parents about the children's likes and dislikes, and any support in relation to their health.

Children are learning to manage their behaviour. They are sharing with the childminder's children and she provides good modelling to encourage them to negotiate and minor disputes. The children learn good self-care skills, eating and managing their personal care independently. They enjoy making choices about the healthy foods they eat, which include vegetables and fruits; they enjoy the new taste of dried pineapple. Children are encouraged to develop healthy lifestyles with a strong focus on outdoor play. Children know where their own coat peg is to wrap up warm in their hats and boots. They enjoy the childminder pushing them on the swing, they say, 'higher and higher' the childminder reinforces the need to 'hold on tight' so they learn about their own safety.

The childminder's frequent outings to playgroups, and swimming help children to gain confidence and independence in socialising with other children. Children also visit places in the wider community, such as the seaside. The childminder supports children well during their transition to reception school. Children learn about their own safety, for example, during outings they know to walk close to the childminder and hold hands. They walk through fire evacuations so they know what to do in the event of an emergency.

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

The childminder has a good understanding of the Early Years Foundation Stage framework (EYFS) and all legal requirements are met. She has a good understanding of how to safeguard children in her care, these include, robust risk assessments on all areas of her home and outings. The childminder has a good understanding of child protection. She is fully aware of how to report any concerns.

The childminder has attended further training since registration and she has a good understanding of the learning and development requirements. The childminder has a good understanding of her strengths and weaknesses. For example, she plans to attend training to support children with special educational needs and join the childminding network. Together with parents, she has highlighted priorities for improvements, most significantly to rearrange the collection of their children.

The childminder has strong relationships with parents. They describe how the childminder is flexible, agreeable and reliable. This is a particular strength that has made an impression on them. Relationships with other early providers are beginning to form. However, these are not fully developed to promote consistency in children's learning.

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	EY445571
Local authority	Redbridge
Inspection number	800554
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

