

Inspection date	16/01/2013
Previous inspection date	06/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 engages with children particularly well to encourage them to think critically and develop their ideas.
- Children make good progress in their learning as the childminder has a good understanding of their needs and supports them well.
- The childminder carries out regular reviews of her practice and seeks the views of others to clearly identify areas that are key strengths and areas of improvement.

It is not yet outstanding because

- Young children learning self-care skills do not currently have access to resources that fully support their 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 reviewed and discussed documentation relating to safeguarding and children records.
- The inspector observed children's play in the living room, kitchen and bedroom.
- The inspector and childminder carried out a joint observation.
- The inspector spoke to parents and listened to their views.
- The inspector reviewed the childminders self-evaluation form.

Inspector

Lynn Wordsworth

Full Report

Information about the setting

The childminder registered in 2005. She lives with her family in a two bedroom ground floor flat, situated in a residential area of Canning Town, in the London Borough of Newham. The whole of the childminder's home is on the ground floor and is accessible to children, apart from the main bedroom. The premises are within easy access of public transport, shops, schools and parks. The childminder is registered to care for a maximum of five children at any one time. She currently has five children on roll; one is in the early

years age group and four are school-age who attend after school. They all attend at different times of the week. The childminder collects children from the local school and attends several local groups, including childminder drop-ins and the library.

What the setting needs to do to improve further

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

- help young children to enhance their self-care skills by providing resources to support them in learning to drink from an age appropriate cup.

Inspection judgements

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

The childminder has a good understanding of the seven areas of learning and provides a good range of activities, some of which are inspirational. Planning provides challenge and an interesting experience for the children, helping them to make good progress in their learning. The childminder sets out toys and resources throughout her home so children can select them easily and safely.

The childminder shares a good range of information with parents. She seeks information about children's starting points to help her plan. Regular communication informs parents of their child's progress and how to support learning at home. This helps to ensure a consistent approach to the children. Children's language develops through regular conversations with the childminder throughout the day. Young children's vocabulary is within the expected level of development. The childminder consistently introduces new words to help build their vocabulary and develop skills in readiness for their next stage of development.

Children are supported very well by the childminder to make marks with coloured ice cubes. They have good hand and finger control as they develop their ideas with the cold textures drawing circular movements, feeling the ice and water. Children push hard on the cornflour mixture, breaking it into smaller pieces. They confidently place their hands under the falling pieces modelled by the childminder. Children hear new words, such as 'squeeze' and 'hard' and appear excited as the childminder talks about building a snowman if the snow falls again. Children express their own interests and preference as they sit on soft cushions at the cosy reading area looking at picture books. The childminder supports them well as she reads stories in many different voices and characterisations.

Children explore technology, pressing buttons and levers, and taking a picture of the childminder with their camera. The childminder plans for each child using observations to identify their progress and levels of support needed. This is accurately targeted and effectively monitored within all areas of learning. Parents make purposeful comments about observations they have made at home. Children who speak English as an additional language are supported well. The childminder gains key words in their first language to help during their settling in time.

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

Children separate from their main parent well and confidently settle quickly with sensitive support from the childminder. They are happy and clearly have a close bond with the childminder who is very caring and always responds to their needs. Children are inquisitive and explore the toys and activities with enthusiasm. They take part in fire evacuations so they know what to do in an emergency. The childminder explains to children at a level they understand why it is important to keep safe in the home. For example, she explains why stair gates in the kitchen are kept closed to enable children to learn about safety. This helps the children to feel safe and secure in the childminder's home. Children enjoy tidying their toys to keep areas of the floor free from hazards. The childminder is consistent in her approach to behaviour management and children are very well-behaved.

Children are developing an understanding of a healthy lifestyle. They go out everyday, either to the park or local groups. This gives them good opportunities to gain fresh air and be active. Children know they must wash their hands before eating and the childminder talks about the importance of good hygiene. They have their own named hand towel which helps them to gain a sense of belonging. The childminder prepares healthy snacks and parents provide nutritional lunches. Although drinking water is available throughout the day it is provided in babies' bottles. This is not encouraging young children's self-care skills to drink from an appropriate drinking cup. The childminder monitors all children's health and development and all required records and documentation to support children's well-being are in place. Children respond positively to nappy changes and a gentle cuddle and comfort from the childminder helps them to fall off to sleep.

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

The childminder has a good knowledge and understanding of the safeguarding requirements. She understands the signs that may indicate a child may be at risk of harm and clearly knows whom to report the concern. The home is safe and secure and the childminder carries out risk assessments to help prevent hazards. Appropriate fire prevention equipment is securely in place. Should children have an accident, they are well cared for as the childminder has kept her first aid training up-to-date. The children are consistently supervised throughout the inspection.

The childminder has a strong commitment to promoting learning and development

requirements. She has attended a vast amount of training to keep herself up-to-date with changes in the Early Years Foundation Stage framework and ideas about learning. She evaluates the educational programmes to ensure children enjoy a broad range of learning experience.

The childminder demonstrates the capacity to drive improvement. She has identified areas for development and parents' comments are included. For example, they mentioned their child has a fear of play tunnels and tents. The childminder has helped the child overcome this fear by playing in enclosed spaces, such as 'igloos' with the children. The childminder has met the past action and recommendations and continues to reflect daily practice. For example, the daily register contains all the required details of children's attendance.

The childminder has established a good relationship with parents and she is committed to work in partnership. She seeks the views of parents through the use of questionnaires. Overall, they are very happy with the service she provides. The childminder is fully aware of the need to develop partnerships working with others involved in the care of children when the need arises.

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	EY301046
Local authority	Newham
Inspection number	814867
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	06/10/2009
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

