

Inspection date

Previous inspection date

16/01/2013

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

- Young babies settle well and their all their care needs are met effectively. They receive good care and support to progress and develop.
- Young babies enjoy taking part in role-play with various cooking utensils and taste cornflakes as they play.
- Young babies are soothed as they fall asleep listening to the childminder singing to them.
- Young babies independence is supported as they hold their own cups and select fruits to eat.

It is not yet outstanding because

- the outdoor garden does not give babies opportunities to investigate the natural world, for example, chimes, streamers, windmills and bubbles to investigate the effects of the wind.

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 children's play and childminder interaction.
- The inspector examined documentation including a representative sample of children's records, and development plans.

Inspector

Caroline Preston

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two adult children in Chadwell Heath, within the London Borough of Barking and Dagenham, close to the station and the local shopping centre. The whole of the downstairs is used for childminding. There is a secure outside play space. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for two children in the early years age range.

What the setting needs to do to improve further

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

- make use of the outdoor areas to give children more opportunities for investigations of the natural world.

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

Young babies take part and enjoy many interesting and exciting activities. They build special relationships with the childminder who is kind and affectionate towards them. Babies engage with the childminder to help them achieve a goal; for example, they hold their cup of water and drink from it. The childminder supports babies who like to sleep with their comfort blanket and play with their favourite toy from home, helping them feel secure. This increases their feelings of security, strengthens bonds and establishes positive relationships.

Babies skilfully move their own bodies to music as they play with a variety of programmable musical toys. They enjoy the childminder singing to them as they sleep. Babies explore the environment as they navigate around the room. This means babies begin to progress in their physical development. They have acquired some single words and understand what is being said to them, responding through eye contact and following simple instructions. Babies who speak more than one language are encouraged and supported to speak both languages because the childminder speaks the same languages. Babies sit unsupported on the floor and lean forward to pick up different cooking utensils. They enjoy role-play with different pots and pans and taste cornflakes in the pots. All of which helps children express their creative thinking.

Babies enjoy listening to stories and benefit from exploring various types. For example, they discover lift-the flap books, handle material books and look at books in dual-language. Babies listen to and begin to sing number songs with the childminder as they are introduced to numbers. They are offered many small objects which the childminder counts when interacting with them to reinforce mathematics.

Young babies are taken out into the local community, such as the park, library and local Surestart centres. This helps them see people outside the childminder's home and notice the differences in the people around them. Children enjoy outside play and are taken out daily; however, the outdoor areas do not give babies more in depth opportunities to investigate the natural world. For example, the childminder has not provided resources to enable children to investigate the effects of the wind, such as chimes, streamers, windmills and bubbles. Children explore messy play materials such as paint, water and

sand.

The childminder completes observations and assessments on all children when they start, to identify their stages of learning and development and their individual needs. The childminder has high expectations of children and she supports them to move forward in their development through activities and resources. This means that children who may have any additional needs are also helped to progress towards the early learning goals and their next steps in learning. The childminder engages with parents effectively exchanging information about their child's development, which enables parents to contribute to their children's learning.

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

Babies make strong attachments with the childminder, they settle and adapt to new routines easily. This promotes their confidence and self-motivation. The childminder acts as a good role model, she is caring and patient with the children. Young babies take small risks as they begin to explore their new environment and begin to understand safety. For example, they sit safely on the child-sized chairs during mealtimes.

Young babies behave well and begin to learn about difference through books, dolls and other resources. They begin to learn about healthy lifestyles, as they enjoy physical exercise and eat healthy foods. All young babies' health needs are taken care of by the childminder, who liaises with parents and follows their wishes. Young babies begin to become independent and prepare for school, as they learn to talk, walk and feed themselves. The environment is well resourced with toys that are fun and interesting, as well as being age and stage appropriate. This promotes babies physical and emotional well-being.

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

The childminder offers children a varied and interesting range of learning opportunities. Young babies progress well towards the early learning goals. Observations and assessments carried out by the childminder help to establish what stage of development children are at. The childminder knows her responsibilities in delivering the learning and development requirements. This is seen in her good interactions with children and her knowledge of each child's needs.

All risks to children in the environment are removed by the childminder through the use of detailed risk assessments. Clear knowledge and training in safeguarding helps the childminder to identify concerns and follow appropriate procedures to protect children. All relevant records are in place to support children's well-being. This means the childminder is aware of her responsibilities in implementing the safeguarding and welfare requirements.

Strong self-evaluation by the childminder of her practice helps to improve the care and education she offers children. The childminder is aware to work with external agencies should she care for a child with additional needs. Effective partnerships with parents mean that children receive the support they need.

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	EY447878
Local authority	Barking & Dagenham
Inspection number	808350
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
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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