

Inspection date

Previous inspection date

30/01/2013

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

- Children have developed good relationships with the childminder to promote their confidence and learning.
- Through everyday routines, the childminder promotes young children's language development effectively.
- Children engage in a varied range of outdoor experiences to promote their physical skills and well-being.
- The childminder knows children well to ensure she meets their individual needs effectively.
- Partnerships with parents are good to promote continuity of care.

It is not yet outstanding because

- children do not yet access a varied range of materials to promote their sensory experiences. the childminder currently has fewer resources to help children explore technology and mechanical toys.
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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 read and discussed the childminder's self-evaluation.
- The inspector observed the childminder and children during their play.
- The inspector sampled documents including children's development records, policies and procedures.
- The inspector had ongoing discussions with the childminder regarding her practice throughout the inspection.

Inspector

S Campbell

Full Report

Information about the setting

The childminder registered in 2010. She lives with her adult son in Woodford Green, within the London Borough of Redbridge. The whole ground floor of the childminder's house and first floor bathroom are used for childminding purposes and there is an enclosed garden available for outside play. Access to the premises is via two steps.

The childminder is currently caring for one child in the early years age group full-time. She

also cares for one child over five years after school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children regularly attend local community groups with the childminder. She walks to local schools to take and collect children.

What the setting needs to do to improve further

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

- strengthen opportunities for children use a wide range of materials, resources and sensory experiences to enable them to explore colour, texture and space.
- extend the range of technology and mechanical resources and incorporate these in children's play.

Inspection judgements

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

Children receive ample warmth and affection. This supports their emotional well-being and confidence. The childminder effectively follows children's lead when they choose to move on to another activity, such as reading books and engaging in action songs. Children are beginning to understand the need to share and take turns. For example, while playing with the garage they patiently wait and state, 'it's my turn now'. Younger children are also encouraged to join in older children's group board games so that they are not excluded from the group. Through play and everyday routines, the childminder effectively uses opportunities to help children count and recite some number names in sequence, for example, while playing board games, singing number songs and counting steps. Subsequently, children are beginning to use some number words randomly. They enjoy showing the childminder two foam fish and two monkeys. This also means that children are beginning to make comparisons.

While playing with resources, the childminder talks to children about the various colours they see. Children happily show adults their wellington boots and when asked what colour they are they respond 'blue and red'. Through planned outings children are beginning to observe some features of living things to support their learning. For example, a visit to the zoo and local park to feed the ducks. Children enjoy collecting leaves when visiting the park. The childminder further extends children's learning by freezing the leaves, which allows children to explore and investigate the natural world. Children enjoy playing with a battery operated organ. However, there are few resources on offer to help children use a

range of mechanical toys and explore technology to further support their learning. Children regularly take part in music and dance sessions when attending community groups, enabling them to express themselves in different ways. Children benefit from taking part in free hand drawing and hand painting activities to support their creative and early writing skills. However, the childminder has yet to provide a wider range of materials, resources and sensory experiences.

The childminder has a good understanding of the Early Years Foundation Stage. She gathers useful information about children's starting points through her initial observations and from parents. Observation and assessment records show what children can do and their next steps to support their learning and development. The childminder has effectively implemented the progress check at age two. Children's developmental records are shared with parents, enabling to gain a greater understanding of their children's progress. Children are developing the skills to become confident talkers. The childminder uses effective open ended questions to further promote children's language development. She also allows children time to respond, and where required she will repeat children's spoken words to enable them to pronounce words in the correct way.

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

Children enjoy daily physical exercise that contributes to keeping them healthy. While playing in the garden they enjoy being chased by the childminder and playing hide and seek. As children join in with their favourite action song, they begin to move with increasing control. They imitate the childminder, turning themselves around in a circle and putting their feet out in turn.

Established routines help promote children's independence skills. There is appropriate equipment in place to help younger children's self-help skills when using the toilet. Children have choices about what they would like to eat, which further promotes their independence. The childminder provides children's snacks, which consist of a varied range of fruits. She encourages children to have at least two fruits a day enabling them to develop good healthy eating habits. Children enjoy tucking in to a whole large mango and when they have finished, they politely ask "more mango - yes please". Children are well behaved and polite. The childminder celebrates children's achievements and positive behaviour through praise and clapping her hands. From a young age, this helps children to develop a good understanding of right from wrong.

Children are cared for in a clean and well maintained environment. Through practical routines they are encouraged to wash their hands at appropriate times, which minimises the spread of cross infection. Children are also beginning to learn about the importance of good personal hygiene because the childminder talks to them about germs. The childminder promotes children's understanding of keeping themselves safe. For example, through discussion and when out and about, children gain a good awareness of road safety. They also practise the fire evacuation procedures regularly with the childminder, which helps them to develop a good understanding of what to do in an emergency.

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

The childminder has a good understanding of child protection and the indicators that would cause concern. She is clear about what action to take should she have concerns for a child in her care. This helps to promote children's welfare effectively. Safeguarding procedures are in place and the childminder has attended a safeguarding course to further underpin her knowledge. Required documentation for the safe and efficient management of the setting is in place and readily available for inspection. Since registration, the childminder has attended a number of courses which promote good outcomes for children, for example, managing children's behaviour, safety and hygiene, observation, assessment and planning. The childminder is committed to attending relevant courses to further support her current knowledge.

Children's toys are stored at a low level enabling them to make choices about their play and promote their independence. The childminder uses her local lending library to ensure children are offered a varied range of resources, which support their learning and development. Children are consistently supervised during the day and where required the childminder escorts them to areas of the home, for example, the bathroom. The childminder carries regular risk assessment of the home to further promote children's well-being.

There are good processes in place for self-evaluation enabling the childminder to identify strengths and areas for improvement. Subsequently, the childminder is working towards further extending the resources on offer to support children's learning and development. The childminder has developed good relationships with parents. She is also committed to obtaining their views about the care and service she provides through discussion and parental questionnaires. The childminder works well in partnerships with parents when moving children on in their next stage of development to promote continuity of care, for example, toilet training. She maintains a good two-way flow of communication through discussions, text messaging and by sharing children's individual learning journey.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY411406
Local authority	Redbridge
Inspection number	725124
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8

Total number of places	6
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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