

Inspection date

Previous inspection date

01/02/2013

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 enjoy a wide and exciting range of learning experiences after their school day at the childminder's house.
- Older children support younger children, showing them kindness and help during activities.
- Children's relationships with the childminder and her assistant are affectionate and respectful.
- The childminder has established effective relationships with parents, which supports children's relationships and progress with the childminder and her assistant.

It is not yet outstanding because

- There is a minor weakness in the provision of resources to support children's understanding of mathematics.

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 both the childminder and her assistant's interaction, indoors and outside.
- 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 children in a residential area of Upminster, within the London Borough of Havering. The childminder is situated close to shops, parks, schools and local transport links. The ground floor of the home is used for childminding and there is an enclosed garden for outdoor play. The childminder works with an assistant. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll in the early years age group. The childminder provides care term time only. The childminder walks to take and collect children from school.

What the setting needs to do to improve further

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

- provide a varied range of resources to support mathematics in all areas of play.

Inspection judgements

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

The childminder works with an assistant; they both effectively provide children with a warm, stimulating fun environment after the school day. Children's needs are met well; the childminder adapts activities to allow children to relax after school. The childminder's good knowledge of how children learn and develop supports children to progress. She has high expectations of the children who respond well to the care and education she offers them.

The childminder fully supports children with additional needs; close links with parents and external agencies effectively support good communication channels. The childminder observes and assesses children's starting points when they begin. She finds out what their needs are and continually observes to support their progress and next steps in learning.

Children have good opportunities over time to get to know everyone in the group. Children bake every week, choosing different recipes. They sit together in small groups discussing what they are about to cook. Children enjoy activities that involve turn-taking and sharing, for example, computer games. A display of children's photographs shows who attends the setting and helps children to feel secure and identify themselves within the group.

Children freely choose books and discuss the stories together. They have many books to choose from that inspire their imaginations and help them to recognise letters and sounds. Children enjoy role-play; dressing up in different costumes initiates a variety of conversations and discussions.

Children take part in energetic play outside in the garden, climbing different apparatus, jumping safely on the trampoline and playing ball. They move freely and with pleasure and confidence in a range of ways, such as skipping, and hopping. Children put on and take off their own shoes, coats and know when they are hungry or thirsty. They attend to their own personal needs. Children are confident using many different types of programmable equipment, they follow instructions skilfully and show they understand technology.

Children enjoy writing and drawing at the table, they have many writing tools to support their writing skills. Children enjoy measuring ingredients for their cooking activity; however there are fewer resources available to support mathematical development in all areas of play. Children creating pictures on the paint easel use many different coloured paints, and all their work is displayed so they feel proud of their achievements.

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

The childminder and her assistant have established an effective key person system to support children and their parents. Children have good relationships with the childminder; they enjoy chatting about their day at school and want her to play with them during different activities. Both the childminder and the assistant are deployed well in the two playrooms and garden. This means that they are always supervising the children and time is given to all of them during play.

All children behave well, older children are very supportive of younger ones, taking time to talk and play with them. Children understand behaviour rules which the childminder displays and discusses with them, so they feel secure in the setting. Children learn about each other's differences through resources that promote positive images of others. Children visit places in the local community such as the library and park and shops, so explore the local environment.

Children learn about safety when being taken to and collected from school, for example, road safety. They learn to walk in a safe way with each other and be mindful of the younger children in the group. Children learn to use the trampoline safely; they take turns and jump safely. Children discuss healthy options for snack time, take part in daily physical exercise and attend to their own personal needs confidently.

Children enjoy playing and learning in the well-resourced, stimulating and welcoming environment. Children show they are happy and busy enjoying themselves from the moment they arrive from school until they are collected to go home. The childminder effectively organises the afterschool activities and environment to meet the needs of children who have had a long day at school. The childminder has good links with the school the children attend and regularly shares the progress and achievements the children have made. This means both the childminder and the school work together to support children's next stage in learning. This helps to build children's physical and emotional well-being.

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

The childminder and her assistant have a good overview of the curriculum and monitor each child's progress effectively. This helps to identify any gaps that may hinder a child developing to their full potential. The childminder understands the needs of children who

attend school all day and then attend her afterschool setting. She plans the curriculum to complement what the children learn at school and at her setting.

Children's well-being is being met effectively; the childminder and her assistant understand and know how to implement safeguarding procedures. They carry out risk assessments to help the childminder identify any potential hazards to children, which are then removed. All required records are in place to support the smooth running of the setting.

Strong self-evaluation supports children's needs being met well. The childminder has improved the variety of snacks she offers to children by asking for parent's views. Parental questionnaires and children's questionnaires ask what they think about the afterschool service. This means that the childminder places high importance on developing and improving her practice through regular feedback.

Close links with external agencies helps the childminder to find out and support children with additional needs to a good level. Partnership with parents is strong. The childminder shares children's progress and achievements with them and supports the parents to contribute to their child's development.

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	EY449710
Local authority	Havering
Inspection number	881648
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
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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