

Inspection date	08/02/2013
Previous inspection date	03/02/2009

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

- Children have developed positive attachments with the childminder and her assistant. They show good levels of confidence in their surroundings.
- Children take part in a varied range of physical activities to support their well-being.
- The childminder effectively promotes children's language and communication skills through practical routines.
- The childminder supports children well in their play, enabling them to make good progress in their learning and development.
- The childminder has established good relationships with parents to promote continuity of care.

It is not yet outstanding because

- The childminder does not fully encourage parents to be completely involved in children's ongoing observations and assessments.
- The childminder does not use puppets and other props to fully encourage listening and responding when reading from a story book.

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

- 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 discussion with the childminder regarding her practice throughout the inspection.

Inspector

S Campbell

Full Report

Information about the setting

The childminder registered in 2004. She lives with her partner and three children primary school aged and two adults. The family live in a house in a residential area of Collier Row in the London Borough of Havering. The premises are in walking distance of local schools, shops, parks, bus routes and community resources. The whole of the ground floor of the premises is used for childminding. There is an enclosed garden available for outside play.

The childminder is currently caring for four children in the early years age group full-time and part-time. The childminder also cares for four children over five years before and 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. The childminder walks and drives to local schools to take and collect children. The childminder holds an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- involve parents as part of the ongoing observation and assessment process and they have regular opportunities to add to records
- develop further the use of puppets and other props to encourage listening and responding when reading from a story book.

Inspection judgements

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

Younger children's early language and communication skills are developing well. For example, through practical routines, the childminder encourages children to name various items of clothing and body parts, for example eye, shoes and socks. Children are beginning to say single and two word sentences. They are also beginning to recall familiar nursery rhymes from memory, for example 'Row, row, row your boat'. The childminder asks older children good open ended questions and pays an interest at their time spent at school. Subsequently, children benefit from sharing that they had spaghetti at school, played with construction toys and made a red envelope and hat for Chinese New Year. This effectively fosters children's enjoyment of spoken language. Children have access to a good range of age and stage appropriate books. They are readily accessible to promote their interest in printed materials. However, the childminder has not begun to use puppets and props when reading stories, to further promote children's interest in text including listening and attention skills. The childminder supports children's mark making skills well, for example, they enjoy making marks when playing with the chalk board.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage and as a result children are making good progress. The childminder obtains both verbal and written information from parents about what children can do and their routines. This promotes continuity of care and allows the

childminder to build on what children already know. Observation and assessment records identify children's interests and next steps in learning. The childminder knows children well and is clear about the targets made to support their learning. The childminder has effectively implemented the progress check at age two and she agrees forthcoming assessments in partnership with parents. Through discussions with children and parents the childminder obtains information about children's topics to effectively support and extend their learning.

Children are able to move freely when playing indoors to promote their physical skills. Toddlers enjoy playing with footballs. They throw it up in the air as they attempt to throw it to the assistant. Others enjoy sitting on the ball, balancing and when they fall off they laugh. Children experiment with and practise a range of movements. For example, attempting to blow bubbles, and then catch them. The childminder promotes toddlers independence skills effectively through everyday routines, such as learning to feed themselves. Children are encouraged to choose what they would like to play with and the childminder effectively follows their lead to support their learning and interests. Children enjoy playing with tape measures. The childminder's assistant effectively uses this as an opportunity to measure children and introduce some number words, such as 'big'. Children engage in singing number songs, which help them recite numbers in sequence, for example One Potato and 1,2,3,4,5. Children take pleasure in acting out real life situations while playing with the washing machine and pots. They also benefit from playing with musical instruments and equipment to promote the creative skills, for example a flute, microphone and guitar.

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

Children are cared for in a warm and welcoming environment. They are confident; which demonstrates a good sense of belonging. The childminder gently reminds children to share while playing with the train track. This effectively helps young children to develop turn taking and sharing skills. The childminder consistently praises children for their efforts, such as blowing bubbles. This helps children to feel a good sense of pride and achievement. The childminder also takes time to listen to children, which promotes their self esteem and confidence. For, example about their school day.

Children take part in a varied balance range of both indoor and outdoor experiences to promote their learning and physical skills. They regularly attend community groups enabling them to use large equipment and take part in music and dance sessions. Children benefit from engaging in action songs, for example 'wind the bobbin up'. They are also beginning to move with increasing control. Toddlers enjoy copying adults by placing and balancing toys on their head, for example a toy tambourine. They laugh when it drops off, and then start again. The childminder further promotes children's well-being as they benefit from receiving a healthy diet. Snacks consist of a varied range of fruits and vegetables, for example apple, banana, grapes, oranges and carrot.

Children are cared for in a clean and well maintained environment. Children are encouraged to wash their hands at appropriate times, which effectively minimise the

spread of cross infection. Children practise fire evacuation procedures regularly. This means children are able to think about their own personal safety in the event of an emergency evacuation. Children are also gaining a good understanding of road safety awareness through planned role play activities.

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

The childminder evaluates her practice well to promote good outcomes for children. She has fully addressed recommendations made at the last inspection, which demonstrates a strong commitment to developing her service. Since the last inspection the childminder has attended a number of relevant and refresher courses, for example child protection, first aid, food and hygiene. In addition the childminder has successfully completed a Level 3 qualification in childcare and is working towards attaining a Level 5 qualification.

The childminder has a good understanding of child protection procedures to promote children's welfare. The childminder maintains required documentation, policies and procedures well. She also displays relevant documentation for parents to see, such as her public liability insurance, certificates and documentation for the transporting of children in the car. The childminder undertakes risk assessments for both the home and outings, which further promotes children's welfare.

The childminder has established good relationships with parents. They comfortably spend time at the end of the day to obtain and share information about children's play and generally well-being. The childminder shares developmental records with parents. However, they are not yet encouraged to be fully involved in children's ongoing observation and assessments. For example, through adding their comments to children's developmental records. Children have access to a range of age appropriate resources to support their learning and development. Resources are stored at children's level to enable them to make choices about their play. Children also have access to a wide range of resources that promote positive images. This means they are developing a good understanding of similarities, differences and the wider community.

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	EY277460
Local authority	Havering
Inspection number	814662

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	03/02/2009
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

