

Inspection date	13/02/2013
Previous inspection date	11/01/2012

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's language and communication skills are developing well through everyday routines.
- Children take part in a varied range of physical activities to support their early movements.
- Children are happy and confident in their environment.
- The childminder knows each child well, enabling her to support children's individual needs and interests.
- Children's good health is effectively promoted because they benefit from healthy balanced meals.

It is not yet outstanding because

- Children are not yet provided with additional technology resources to support their play and exploration.
- The childminder is not yet fully encouraging parents to be involved in their children's ongoing observations and assessments.

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 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

Shawleene Campbell

Full Report

Information about the setting

The childminder registered in 2004. She lives with her husband and two secondary school age children in Hornchurch, in the London Borough of Havering. The home is within walking distance of local schools, shops, parks, bus routes and a main line train station. All areas of the property are used for childminding and an enclosed garden is available for outside play. The childminder is currently caring for three children in the early years age group part-time. She also cares for three children over five years before and after school only. 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 drives and walk to local schools to take and collect children. The childminder holds a childcare 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:

- extend the range of resources to incorporate technology into children's play, such as a camera and magnifiers
- consider ways to involve parents as part of the ongoing observation and assessment process and give them regular opportunities to add to their children's records.

Inspection judgements

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

Children show confidence and are settled well in their environment. The childminder gathers relevant information about children's individual needs and backgrounds. She also obtains both verbal and written information about children's routines from parents, which effectively promotes continuity of care. The childminder has a good understanding of the Early Years Foundation Stage. She carries out regular observations that reflect the seven areas of learning. In addition, the childminder uses photos alongside children's written observations to effectively track their learning and development. Children's developmental records identify what they can do and their next steps in learning. The childminder has established good links with children's school. A three-way developmental folder is implemented enabling her to support and extend children's learning in the home. The childminder demonstrates a good understanding of the importance of undertaking the two year old progress check and has attended training for this. She will be implementing this check for relevant children by collating information during the impending half term break with parent's input.

Children speak confidently to their friends, the childminder and adults. They take pleasure in sharing that their friends are at school and playing hopscotch at their sibling's school playground. Periodically, younger children happily babble throughout the day. The childminder effectively promotes children's early language skills by reading books, asking children good open ended questions and singing nursery rhymes. Subsequently, older children are beginning to recall songs from memory and enjoy singing popular rhymes unaided, for example, 'Twinkle Twinkle Little Star' and 'Row Row Your Boat'. A well resourced book area promotes children's interest in printed materials. Children benefit

from storytime sessions with the childminder. Through the childminder's support, they are beginning to recognise book titles and make connections with the songs and rhymes. Children's self-help skills are promoted well through practical routines. Children enjoy marking marks when using a chalk board and they inform the childminder that they are drawing a baby. This means children are beginning to put some meaning to the marks they make.

Children are thoroughly engaged in their play because the childminder effectively follows their lead. Older children ask the childminder to look at their picture and she positively responds, saying, 'that's lovely'. This helps children to feel good about themselves. Younger children play well on their own and occasionally will go to the childminder, where they receive a cuddle and reassurance. This helps support children's growing independence. Through everyday routines, children are beginning to identify some number names and recite numbers in sequence. This is because the childminder sings number songs with children for example, 'Five Little Ducks' and 'Five Current Buns'. Children are also beginning to say some number names, such as when asking for two yoghurts.

Children benefit from taking part in role play activities, which help them act out real life situations, for example, playing with a toy phone and small world resources. The childminder talks to children about the 'people who help us'. This enables children to make connections with familiar people in their community, for example, the lollipop person. Children's learning is further extended by making a lollipop sign. Children benefit from exploring some features of living things to effectively support their learning, for example, by growing cress seeds, sweet peppers and flowers. However, the childminder has yet to fully extend children's learning by providing a range of technology resources to support their play and exploration. Children enjoy playing with resources that develop their imaginative skills. For example, they create their own designs by adding pretend body parts and various items of clothing to a potato head toy. The childminder effectively plans a varied range of tactile experiences to promote children's sensory skills. For example, they enjoy playing with jelly, cornflour, clay and modelling dough.

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

The childminder has developed good relationships with the children. Periodically, when younger children are upset they receive hugs from the childminder. She also sings nursery rhymes to them, which calms children and, as a result they quickly settle. Children are well behaved and polite. They automatically say 'thank you' and 'please' at appropriate times. The childminder uses effective techniques to manage children's unwanted behaviour, according to their age and stage of development. This allows children to have a good understanding of right from wrong. Children are gently reminded not to bend books back because it will tear the spine. The childminder also reminds children to sit on the chair rather than kneeling, so that they do not fall and hurt themselves because they are precious. This effectively helps children to think about possible dangers. Children also learn to take responsibility for keeping themselves safe as they practise regular fire evacuation procedures. The childminder ensures these take place at different times to

ensure all children are familiar with what to do in the event of an emergency.

Children receive nutritious snacks and meals that help them understand the foods that are good for them. The childminder encourages younger children to feed themselves with finger foods. She also encourages children to try a varied range of seasonal fruits, for example papaya, Sharon fruit, ugly fruit, melons and pineapple. This extends children's learning of which foods are good for them. Children are cared for in a clean and well maintained environment. They are encouraged to wash their hands and face after breakfast with a wet wipe. The childminder also talks to children about the importance of why they should wash their hands because of germs that they cannot see. This helps minimise the spread of cross infection. Periodically, the childminder uses steam equipment to clean children's resources to ensure they are hygienic.

Children benefit from daily physical activities, which further contribute to a healthy life-style, including singing an assortment of action songs. The childminder provide resources that stimulate younger children and that they enjoy. For example, she encourages them to explore with free movement by rolling balls, throwing, and then dropping balls on the floor.

Children benefit from playing with wheeled toys to develop their physical skills, for example, learning to ride a scooter. Children also use a range of small tools with increasing control, for example, a rolling pin and colouring pens.

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

Children are effectively safeguarded because the childminder has a good understanding of child protection procedures. She has a good understanding of the signs and symptoms that would cause concern. This means she is able to act in children's best interest should she have a concern about a child in her care. Required documentation for the safe and efficient management of the setting is in place and well maintained.

Since the last inspection, the childminder has addressed previous recommendations to promote good outcomes for children. This is evident because the childminder now carries out a range of risk assessments, including for outings, establishes effective links with school staff and uses effective systems to undertake observations and assessments. There are secure processes in place for self-evaluation to identify the childminder's strengths and weaker areas of her practice. The childminder wishes to attend relevant courses to further support her knowledge, which demonstrate a strong commitment to continuous improvement.

The childminder creates an environment that is warm and welcoming. She establishes strong relationships with parents and there is a good flow of two-way communication. A daily diary is in use to effectively share information about children's general well-being, play and food intake. The childminder regularly shares children's developmental records, photos and artwork with parents. Although this helps parents to gain a good

understanding of children's progress, the childminder is not yet encouraging parents to be fully involved in children's ongoing assessments and add their comments to children's developmental records. The childminder support children's transitions well in partnership with parents. She effectively plans time to show children around their chosen school and obtain useful books. The childminder also encourages children to take part in worthwhile role play activities in their school uniform, for example, playing schools. This effectively aids children's transitions.

Children are cared for in a safe and secure environment. This is because there are good safety measures in place, such as the effective use of safety gates. Children's safety is further promoted because the childminder carries out daily checks of the environment and regular checks for smoke alarms to ensure they are in good working order. Children have access to a good range of resources. They are in good repair and stored at children's level, enabling them to make choices about their play. The childminder also ensures children's toys are regularly rotated to maintain their interest.

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	EY265655
Local authority	Havering
Inspection number	814586
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	11/01/2012
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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