

Inspection date	15/02/2013
Previous inspection date	01/10/2009

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 are happy, settled and have good relationships with the childminder.
- The childminder fully supports children to develop a good understanding of the importance of leading healthy lifestyles through regular exercise and a healthy, balanced and nutritious diet.
- The childminder works well in partnership with parents and professionals and develops a two-way flow of information. This ensures continuity of care for children in all their routines.
- The childminder uses her secure knowledge of Early Years Foundation Stage to plan interesting and stimulating experiences which support children's interests.
- The childminder has a good understanding of safeguarding matters and gives high priority to children's safety.

It is not yet outstanding because

- Resources are not always available to encourage babies to use all of their senses and pull themselves up to a standing position, shuffle or walk.

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 playing and interacting with the children.
- The inspector talked with parents.
- The inspector looked at a sample of documentation, including policies, procedures and children's development records.
- The inspector checked evidence of the suitability and qualifications of the childminder.

Inspector

Sue Mann

Full Report

Information about the setting

The childminder registered in 2006 and she lives with her partner and two children aged three years and thirteen years in a house in Hainault, in the London Borough of Redbridge. The whole of the house is used for childminding, but the rear garden is not included in the registration. She collects children from the local schools and pre-schools.

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, two of whom are in the early year's age range and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- provide resources daily to provide low level equipment and novelty, so that babies are encouraged to pull up to a standing position, shuffle or walk.

Inspection judgements

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

Children enjoy their time with the childminder. She has formed strong bonds with the children, which ensures that they are happy, safe and secure. The childminder has a good understanding of the Early Years Foundation Stage. This enables her to provide structured activities, which ignite children's interests and cover the seven areas of learning. She demonstrates her robust knowledge of the Early Years Foundation Stage. She shows how she supports children with activities that develop their emerging interests. For example, a story about a witch and a broom caught the children's imaginations. This has formed the basis for a number of activities. Children have enjoyed making witches wands, hats and devising their own spells. The childminder shows genuine interest in a picture the children have drawn, she uses careful questioning to support children to further think through and develop their ideas. As a result, the house the children have drawn now contains a wizard who is able to cast spells. Children are keen to make spells and use the reoccurring phrases from the story to describe the objects they will use to make the spells. Therefore, children are interested and keen learners who display the characteristics of effective learning.

Children are encouraged to understand diversity through celebrating and discussing relevant cultural festivals. For example, they eagerly recount trying to pick up grapes with chopsticks. There is a selection of resources, which further develops children's awareness of diversity. The childminder observes children to identify their current stages of learning and development and she uses these observations to plan for the children's next steps. This means that children make good progress in relation to their starting points. The childminder stores toys in low level baskets and shelves enabling children to independently select resources. However, low level equipment and resources to encourage younger

children to develop their physical skills are not always available. Therefore, younger children do not always have opportunities to fully explore the world from a sitting or standing position.

There is a good range of books for children to explore. Consequently, they have many opportunities to listen to stories and to look at books on their own. Children freely choose which books they would like to have read to them, and enjoying snuggling up together with the childminder listening to their favourite stories. The childminder extends the story, by asking questions, such as "what's in the spell?" which helps support children's communication and language development. Children join in with the story as the childminder reads the book; they recount complete lines of the story by themselves, which demonstrates their enjoyment of stories. The childminder has good systems in place for the sharing of information, which enables parents to support children's learning at home. Regular daily feedback keeps parents up-to-date with how their child is doing and any new achievements or development.

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

The childminder fully supports children's individual needs, which provides them with a good sense of belonging. Flexible settling-in arrangements enable parents to spend time with their children in the childminders care. This means that children form warm relationships with the childminder and her family. Children freely approach the childminder to share their feelings; she offers cuddles and reassurance when they feel uncertain or upset. Therefore, children display good levels of confidence and are well behaved in the setting. The childminder ensures that children are aware of the house rules and gently reminds them when they forget. For example, she makes sure that they shut the stair gate leading into the kitchen. Therefore, restricting access for the younger children ensuring that they remain protected from identified hazards in the kitchen.

Children are able to develop a good understanding of the importance of good health. They enjoy a range of healthy food options at snack time, and have baked potatoes, vegetables and roast chicken served at mealtimes. The childminder cooks all food from scratch to ensure that all food served meets each child's individual needs. The childminder ensures that she is aware of each child's dietary requirements through the child record forms that she completes with the parents before any new care arrangements starts. The childminder's regular discussions with parents ensure that she has up to date information of any changes in children's diets. This fully supports children's good health and well-being.

The childminder further enhances children's understanding of healthy food by providing play activities such as role-play and also through books. Children understand the importance of hygiene routines as they wash their hands before eating and after going to the toilet. Children have good opportunities to develop their physical skills as the childminder ensures that all children have daily access to fresh air and physical exercise. The childminder makes good use of local parks, which provides children's with opportunities to explore large play equipment such as climbing frames and slides. This

supports children's physical skills, develops their awareness of personal safety and enables them to take risks in safe surroundings.

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

The childminder has a good knowledge of how to safeguard children. She has a good understanding of the procedures to follow in the event she has a concern about a child in her care. She also has a range of literature, which is in line with local safeguarding board procedures to support her. She has attended child protection training, which means that she has successfully addressed the action set at the previous inspection. Risk assessment and daily checks are in place to ensure that the setting is safe for the children who attend. The childminder locks the front door whilst children are present, which ensures that children cannot leave the premises unsupervised.

The childminder has a good range of policies and procedures in place to ensure the smooth running of her setting. Comprehensive child record and all about me forms enable the childminder to meet each child's dietary, learning and development needs. The childminder ensures that she monitors her setting and the service she offers through self-evaluation. She gathers the views of the parents and children through verbal conversations and questionnaires. This enables her to make changes in response to the views of the parents and maintain continuous improvement.

The childminder fully fosters partnerships with parents. Parents comment as to how happy they are with the service she provides. Parents also comment that the childminder keeps them well informed about their child's progress and achievements through the daily verbal feedback and the learning journals. Parents are able to read information about the childminders service through various notices in the entrance hall. The childminder has developed good links with the local school and the pre-schools. This enables her to support children's learning and development alongside their learning at school. For example, she adapts her planning to consolidate children's learning by introducing further activities that link in with what the children are covering in nursery. This ensures that children enjoy smooth transitions into the next stage of their learning. She has also forged links with other local childminders, which enables her to access support and advice when required.

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	EY332217
Local authority	Redbridge
Inspection number	815116

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	01/10/2009
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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