

Inspection date	08/03/2013
Previous inspection date	03/11/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy, settled and have good relationships with the childminder.
- The childminder enhances children's speaking and listening skills through careful questioning and allowing children time to think through their ideas and thoughts.
- The childminder supports children's understanding of the importance of leading healthy lifestyles through regular exercise and a healthy, balanced and nutritious diet.

It is not yet good because

- The childminder does not effectively use observations and assessment to identify children's current stages of learning and development. This means that she is unable to plan meaningful next steps for children's progress towards the early learning goals.
- The childminder does not use self-evaluation effectively to identify and address weaknesses in her practice. This means that she is not able to formulate clear plans to move her practice and knowledge forward.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 playing together.
- The inspector sampled a range of documentation, including children's records and policies.
- The inspector spoke with the childminder and the children.
- The inspector checked evidence of the qualifications and suitability of the childminder.

Inspector

Sue Mann

Full Report

Information about the setting

The childminder registered in 2003. She lives with her husband and her two school aged children. The family live in Woodford Green within the London borough of Redbridge. The whole of the ground floor and the enclosed rear garden are used for childminding purposes. Access to the premises is via steps into the front garden and low steps into the front entrance. She is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. There are currently three children on roll, one of whom is in the early years age group. Children attend for a variety of sessions. The childminder operates Monday to Thursday from 8am to 6pm, all year round. She supports children who speak English as an additional language. She attends a toddler group, the library and local parks on a regular basis and collects children from the local schools.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make systematic observations of children's learning and assess their progress across the seven areas of learning in relation to their age and stage of development and use this information to plan appropriate next steps for each child.

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

- develop and review the self-evaluation process to identify and prioritise targets for improvements.

Inspection judgements

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

The childminder offers children a broad range of activities, which means that children enjoy their time with the childminder. However, her observations are limited and generally she does not assess where children are currently in their learning and development. This means that planning does not satisfactorily support children's next steps and children's progress in relation to their starting point. The childminder supports children to develop speaking and listening skill. She constantly uses lots of vocabulary with the children and uses sound questioning techniques. This encourages children to think their ideas through and make connections between different parts of their experiences as they play. For example, the childminder engages in role-play with the children, they discuss which foods

they are going to pack into the bag. This prompts children to talk about what foods they and their parents like. She includes number language in their play, which encourages the children to use their counting skills as they pack the play food into the bag. The childminder is able to speak a number of languages and has various words on display, in a variety of languages, around the playroom. This effectively supports children's progress in English for those who may also speak an additional language at home. In addition this increases all children's awareness of languages from other cultures and that print carries meaning.

Children enjoy daily physical exercise in the childminders garden or at the local parks. This enables children to develop their physical skills as they run around and play on the swings and slides. Children clearly enjoyed playing in the recent snow with the childminder. They talk about building snowmen. They enjoy being creative. They collect paint and paintbrushes independently for themselves and request the childminder's help to put their aprons on before painting.

Children enjoy sharing books with their childminder; she has a range of books suitable for a variety of ages in the playroom. She makes use of the local library to vary the books and allow children to choose their own stories, which they share back at the childminders home. This helps children to learn to appreciate and develop a love of books. The childminder talks about school and uses stories to help children understand how they may feel when they go there. She has links with the school and plans to take children for a visit prior to starting. All of which supports their move into school.

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

Children are happy, settled, and have developed a sound sense of belonging as their individual needs are supported adequately. 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 feelings; she offers cuddles and reassurance when they feel uncertain or upset. The childminder provides a warm and welcoming environment, which ensures that children feel secure in the setting.

Children's personal, social and emotional development and physical development is suitably encouraged. Children follow appropriate hygiene routines to develop their self-care skills. Daily access to the enclosed garden and local parks helps children to develop an understanding of the importance of physical exercise. Children are aware of the house rules, confidently reminding visitors to take off their shoes and place them by the front door. They understand the need to share and take turns, which helps children to be ready for the next stage in their learning. It also gives them the skills they will need when moving to new settings.

Children learn how to protect themselves in the event of an emergency as they practise the fire drill regularly. Children develop a suitable understanding of the importance of healthy lifestyles as they enjoy freshly cooked, balanced meals and snacks. The

childminder has links with the local schools and the nursery school the children she cares for attends. This enables the childminder and other settings to share information about individual children, which she is able to relay to parents when they collect their children. This enables parents to be kept up-to-date with their children's progress at school and at nursery.

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

Systems for self-evaluation are satisfactory, as the childminder has identified areas, which she needs to improve. However, she has not addressed these and as a result, observations and assessments are inconsistent, which does not enable her to plan appropriate next steps in children's learning and development. This means that she cannot accurately demonstrate what progress children make in relation to their starting points. The childminder has addressed the actions and the majority of the recommendations raised in her previous inspection. However her use of observations and assessments to identify children's progress and plan activities to support their ongoing progress are still not fully effective. Therefore her capacity to maintain continual improvement is satisfactory.

The childminder understands her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She ensures that she attends regular child protection training, which means that she knows what to do should she have a concern about a child. She completes a risk assessment process and carries out daily visual checks to ensure that her home is safe for the children who attend. The childminder has risk assessments in place for trips outside the setting, which ensures that she is aware of any hazards that may pose a risk to children. This demonstrates an understanding of the potential risks to children's safety, and what action is required to minimise these.

Relationships with parents are positive and ensure that parents and the childminder work in partnership to ensure continuity of care routines. The childminder ensures that parents are informed about their children's day at school. She ensures she relays information that the school has shared to parents when they collect their children. The childminder has links with other local childminders and the childcare development worker from the local authority. This enables her to seek support or advice and use this knowledge to improve her practice for the children she cares for.

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 action. 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	EY232761
Local authority	Redbridge
Inspection number	814447
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	03/11/2008
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, which are usually the childminder's 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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