

Inspection date	15/03/2013
Previous inspection date	18/06/2009

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 take part in a satisfactory range of play activities that they enjoy and which supports their learning well overall.
- Children develop sound, happy relationships with the childminder.
- Children learn appropriate hygiene routines that help them become independent.

It is not yet good because

- inconsistent attention is given to learning through planned, purposeful play and through a mix of-adult-led and child-initiated activity
- there are not enough resources to inspire children's creativity and exploration.

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 children's play and childminder 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 1999. She lives with her two teenage children. The family live in a residential area of the London Borough of Barking & Dagenham. The premises are within walking distance of local schools, public transport, shops and community resources. There is an enclosed garden for outdoor play. There is currently one child on roll in the early year's age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further**To meet the requirements of the Early Years Foundation Stage the provider must:**

- Support children's learning consistently through planned, purposeful play and through a mix of adult-led and child-initiated activity.

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

- provide unusual and interesting materials that inspire children's imagination and exploration.

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

Children take part in a satisfactory range of learning experiences which help them progress steadily along the early learning goals. The childminder completes on-entry assessments of each child to ascertain what their needs are. She has a sound knowledge of how children learn and develop. This means that she plans adequate activities and play experiences to support their learning. Generally good interaction with the children and adequate questioning during activities help to improve children's knowledge and progress.

The childminder is aware of identifying any special educational needs and /or disabilities and additional support children with English as an additional language. This is through observations and assessments when children start. Currently, there are no children who need additional support. The childminder works with parents to find out about each child's background and share information about the child. This helps parents to contribute to initial assessments of their child and helps children to progress through the learning areas.

Children separate well from their parents with support and encouragement from the childminder. They express their interests in themes such as cartoon characters and make decisions about the resources they want to play with. Children listen to the childminder and begin to understand more complex sentences and simple questions during play. Children hold conversations with the childminder about play outside. They use simple sentences such as 'mummy gone to work'. Children enjoy outside play and are confident walking, running and jumping and this supports their physical development and wellbeing. They enjoy creative activities such as modelling with play dough and make marks with pencils to support early literacy. They enjoy and benefit from looking at the pictures in their favourite books. Children play with programmable toys that help them learn how things work. However, more able children are not always extended in their learning because activities lack challenge and are not planned consistently or well balanced to encourage their ideas.

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

Children settle generally well and are able to form sound attachments with the childminder. This supports their well-being and independence. The provision is generally well resourced but there are fewer resources that inspire children's creativity and imagination, to choose from. Children sit and play with the childminder on the carpet, taking part in role-play activities; demonstrating sound relationships. They behave well and understand behaviour rules, and as a result, are kind and considerate. Children learn about road safety when they are out with the childminder, for example, during trips to the park. They help to tidy away toys and learn about safety in the home. Children take small but safe risks in the garden as they run, jump and play. They learn about the differences of people and cultures through some play resources and celebration of festivals.

Children learn about hygiene as they discuss why they need to wash their hands after using the toilet. They enjoy healthy, nutritious snacks, and exercise and fresh air, to support their understanding of healthy lifestyles. Children attend to their own personal needs and ask to use the toilet. They put on their own coats, hats and shoes to go outside in the garden. Children have access to a sound range of play resources which support their all-round development. Toys are easily accessible in the living room and the children generally make their own choices. All of which helps them prepare for school, as their physical and emotional well-being increases.

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

The childminder has a sound understanding of the learning and development requirements and offers children adequate learning experiences. Consistent observations and assessments of the children means that the childminder monitors individual children's progress. She is aware of their stages of development and puts adequate plans in place to support further progress. Therefore children progress generally well towards the early learning goals.

The childminder has a sound knowledge of the safeguarding and welfare requirements. Regular risk assessments help to remove any dangers of risks to children. The childminder's sound understanding of safeguarding procedures means she is able to identify any possible concerns. All records are in place for the smooth running of the childminding service. However, the provider failed to notify Ofsted of regular adults present at the provision. It is a legal requirement to do so, and on this occasion, Ofsted do not intend to take further action.

Appropriate self-evaluation means that the childminder has identified where she needs to improve. She has attended recent training to support her knowledge of the Early Years Foundation Stage so that she can support children with more consistency. Satisfactory links with parents and external agencies helps her to meet the needs of children. Parents

are shown records of achievements and the range of policies and procedures. The childminder has made adequate links with the local school to support children in transition. She is aware to work with relevant agencies if a child has a specific need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- Ensure that any person having unsupervised contact with children is suitable to be in regular contact with children and a Disclosure and Barring Service check has been obtained through Ofsted in respect of this person (compulsory part of the Childcare Register)
- Ensure that any person having unsupervised contact with children is suitable to be in regular contact with children and a Disclosure and Barring Service check has been obtained through Ofsted in respect of this person (voluntary part of the Childcare Register)

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	504374
Local authority	Barking & Dagenham
Inspection number	906045
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	18/06/2009
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, 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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