

Inspection date	26/03/2013
Previous inspection date	06/10/2010

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

- The childminder knows children very well and is secure in her knowledge about children's individual needs, interests and developing personalities.
- Children are happy and well settled at the childminder's home and form positive relationships with adults and other children. They show willingness to have a go, take risks and engage in new experiences available to them.
- The childminder has very clear expectations for children's behaviour, including how children should care for their environment and the toys and resources within it. Children respond positively, doing what is asked of them, behaving well and developing their ability to share and take turns.
- There are secure processes in place for self-evaluation enabling the childminder to identify areas of her service she wishes to develop further.

It is not yet outstanding because

- The childminder has not fully considered how to maintain children's interest in and enjoyment of books.

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 during their play.
- The inspector had ongoing discussion with the childminder regarding her practice throughout the inspection.
- The inspector sampled documents including children's development records and some policies and procedures.
- The inspector observed the resources on offer and how they are organised to support children's learning.
- The inspector took account of the views of parents.

Inspector

Amanda Allen

Full Report

Information about the setting

The childminder was registered in 2004. She lives with her husband, adult daughter and three school age children in a house in a residential area of Romford, in the London Borough of Havering. All areas of the property, except for the main bedroom, are used for childminding and there is a fully enclosed garden for outside play. Local amenities are within walking distance of the home. The childminder is currently minding two children in the early year's age group. She also provides care for three children over five years. 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 further improve the quality of the early years provision the provider should:

- introduce puppets, props and artefacts during story time to support all children to develop an interest in and enjoyment of books.

Inspection judgements

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

The childminder has a good knowledge of the early year's foundation stage and provides a range of activities to interest children within each of the areas of learning. Children are happy, confident and well settled in the comfortable and relaxed atmosphere of the childminder's home. The children are carefully nurtured by the warm close relationships they have with the childminder, which supports them to feel secure when making choices from the activities and resources provided. Children gain self-confidence and independence as they self-select play activities. The childminder encourages children to try new activities and to learn together and from each other. In particular when using scissors to cut out the fruit pictures that they have drawn together.

Children's language development is fostered through regular conversations during activities and at mealtimes. Children's vocabulary is above the developmental milestones for their age. The childminder uses key words from different languages to introduce all the children to new words. This helps all the children in the setting to feel welcome and part of the family. Children repeat phrases and words back to her and to each other, which helps them to consolidate their vocabularies.

Children have a stimulating range of resources to choose from on a daily basis. They enjoy playing with a selection of tea sets and groceries. Children are learning to negotiate with

each other, to take turns as they share the cups out and to pour out the tea. Children have some opportunities for singing together and enjoy performing the actions to a range of familiar songs. They enjoy learning about the world around them through meaningful trips into the local community. Such as, visits to the local parks, children's centre groups and soft play settings. This means that learning is not confined to the home and children learn in a variety of environments. This makes it fun and exciting for them. Children are well prepared for the next stage in their learning because the childminder provides appropriate support to prepare them for their transitions to other settings and school.

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

Children show strong bonds with the childminder and clearly feel safe and comfortable in her care. The children have formed secure attachments with her. They receive lots of cuddles and reassurance as and when they require it. This helps to build their self-esteem and confidence. Children demonstrate a strong sense of themselves as individuals and enjoy showing off the art works they have created.

The childminder has a very calming nature about her which results in well behaved children who respond well to praise. The childminder maintains a consistent approach to behaviour management and adapts it to the age and understanding of the children involved. Children happily carry out tasks such as tidying away resources under the direction of the childminder and know how to share and take turns. Through practical routines children's independence is promoted well. Younger children are encouraged to feed themselves and support is given where needed. The childminder encourages activities for children to practice these skills, such as dressing and undressing the dolls.

The childminder obtains detailed information from parents, about children's routines, likes and dislikes, and the starting points in their learning, determining what they can already do. This helps her settle children quickly, and to provide them with new experiences that challenge them and promote their learning and development. She has a clear understanding of how children learn and closely monitors their progress towards the early learning goals. She makes sure that her observation of what each child is learning is recorded and which developmental age band they are working within. This helps her to then plan the next steps for each child, ensuring that she is able to move them forward in their learning and track their progress effectively. The childminder has begun to implement the progress check at age two.

The childminder is aware of each child's favourite resources and activities, such as dancing and dressing up, and she responds to these appropriately. Younger children enjoy playing with musical books, but some children lose interest in books quickly and the childminder does not use interactive resources such as props and puppets to keep them focused. The childminder takes time to find out about the children when they start. This aids the settling in process. The childminder is making effective use of each child's learning journey through a range of observations and assessments, to build a clear picture of each child's individual needs and achievements.

Children are well protected from cross contamination and infection through effective procedures. Children are taught about the importance of personal hygiene throughout their day at the childminder's. She encourages the children to wash their hands before and after they eat, after nappy changes and when coming in from the garden. All children have extremely healthy and nutritious home cooked meals and healthy snacks. The childminder works with the parents, making sure the meals meet the children's dietary requirements. Fresh drinking water and milk are available at all times, and children have their own individual cups and beakers.

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

Safeguarding children is given a high priority by the childminder. She has a good knowledge and understanding of child protection issues and the steps to follow if she has concerns about a child's welfare. She has attended safeguarding training to support her in her knowledge and ability to help keep children safe. Risk assessments are carried out in the home and for all trips. The childminder demonstrates a good understanding of her responsibilities in keeping children safe in an emergency. She holds a current first aid certificate. This means that she is well placed to give appropriate treatment if there is an accident. All accidents are recorded and the record is signed by parents on collection. Members of the household all have an enhanced disclosure issued by the Criminal Records Bureau.

Since the last inspection the childminder has effectively addressed the recommendations made. The childminder provides parents with clear policies and procedures so that they understand about the service she offers. The childminder consults with parents via daily feedback and regular surveys to ask if they are happy with the service she provides. She is constantly looking at ways to involve parents more within her setting to support each child's learning and developmental progress.

Partnership with other agencies, such as the local schools, supports the care of older children. The childminder is aware of the importance of partnership working with external agencies to secure appropriate intervention when needed. The childminder reflects on and evaluates her practice and she is clear about the strengths and weaknesses in her provision. She regularly supplements her resources by attending the local resource library and uses these resources to enhance children's learning and development. The childminder is committed to improving her service and attends additional training to build on her knowledge and skills.

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	EY281946
Local authority	Havering
Inspection number	814694
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	06/10/2010
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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