

Inspection date	02/05/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	Not Applicable
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 confident in their surroundings and have developed positive relationships with the childminder and her family.
- The childminder extends children's learning appropriately to support their development.
- Children enjoy outdoor play, which contributes to their well-being and developing their physical skills.

It is not yet good because

- The childminder has not obtained the required written parental permission to take children out on outings.
- The childminder is unable to provide written evidence at inspection that she has completed a local authority approved childminding training course.
- Children do not have access to resources that reflect positive images of disability to enable them to gain a good understanding of respecting others.
- The childminder does not consistently promote children's independence skills through everyday routines to support their self-care skills.

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 sampled documents including children's development records, policies and procedures.
- The inspector had ongoing discussions with the childminder regarding her practice throughout the inspection.
- The inspector discussed the childminder's self-evaluation.

Inspector

S Campbell

Full Report

Information about the setting

The childminder registered in 2009. She lives with her husband and five children, two of whom are adults in a residential area of Rainham, Essex within the London Borough of Havering. The whole of the ground floor of the premises is used for childminding. There is an enclosed garden available for outside play.

The childminder is currently caring for one child in the early years age group after school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children.

What the setting needs to do to improve further

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

- provide evidence that a local authority approved childminding training course has been completed.
- obtain written parental permission for children to take part in outings

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

- develop the range of resources that reflect diversity in people and communities
- support children's growing independence by involving them in preparing snacks
- provide opportunities for children to practise writing and use mathematics in meaningful ways in everyday situations.

Inspection judgements

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

The childminder has a secure understanding of the Early Years Foundation Stage, which helps her to ensure children make progress in all areas of their learning and development. The childminder obtains information about children's starting points for learning, carries

out regular observations and has implemented a 'journal' to record children's activities and milestones. Although she documents children's next steps in learning to support their progress not all activities are meaningful to support the children's learning through play. She does not consistently support children's understanding of mathematics or their developing writing skills in everyday situations through play. The childminder asks children open-ended questions to promote their language development. Children confidently share experiences of their school day, such as playing football and scoring a goal. Children also enjoy talking about their experiences at the weekend, such as how they attend a football on a Saturday. While listening to stories the childminder encourages children to predict events. Children excitedly talk about the wolf hiding behind the tree, pretending to be granny and wearing granny's nightclothes. Children listen attentively to stories and the childminder captures children's interest by showing them the illustrations. Children use mathematical words randomly, such as asking for a big yoghurt. Children have access to a range of books to promote their interest in shapes and opposites. While playing football with their friends children keep scores about the amount of goals they have scored.

Children learn about varying occupations because the childminder spends time talking to children about the 'people who help us', such as doctors, nurses and fire fighters. Children have access to a range of books that promote positive images, which allow them to develop some understanding of similarities, differences and the wider community. However, there are few resources on offer that reflect positive images of disability to support their understanding of the social world. The childminder encourages children to talk about their home life to enable them to gain an understanding of other children's experiences. Consequently, children talk about their favourite foods and where their parents come from. Children benefit from taking part in make-believe play to promote their imaginative skills, such as dressing up as super heroes. Children engage in a range of art and craft activities to support their creative skills.

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

Children are cared for in a welcoming and friendly environment. They have formed positive relationships with the childminder and her family and as result they are happy and settled. The childminder obtains relevant information about children's likes and dislikes to meet their individual needs. Children enjoy playing with their friends and they are well behaved. Children are encouraged to talk about their feelings, which supports their self-esteem and confidence. Children are encouraged to take part in group games to support their sharing and turn-taking skills. Children are developing some independence and they see to their personal care needs. They are encouraged to make choices about what they would like to eat and drink at mealtimes. However, the childminder does not further support their growing independence by enabling them to prepare their own snacks. Snack times are used as a social occasion where children sit and talk to their friends, the childminder and other adults. Children learn the benefits of a healthy lifestyle because they receive healthy snacks and home cooked meals. The childminder talks to children about how drinking milk is good for their bones, which helps children recognise foods and drinks that are good for them. Children enjoy outdoor play and taking part in physical activities, such as an egg and spoon race and 'Simon Says'. Children enjoy playing football

with their friends and skilfully balance balls on one leg. Children use a range of movements while visiting local parks and using large equipment to develop their physical agility. Children are cared for in clean and well-maintained environment. Children are encouraged to wash their hands on their arrival from school and at appropriate times, which minimises the spread of cross infection.

Regular fire drills take place so that children know what to do in the event of an emergency evacuation. The childminder further extends children's learning because she plans to take children to the local fire station so that they gain an understanding of the fire fighters' role. Children are safe while out on outings because they have a sound understanding of road safety awareness. Children inform adults they must hold hands, must not run, look and listen before crossing the road. While reading stories to children the childminder relates events to discuss the importance of not talking to strangers. This helps children to think about their own personal safety.

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

The childminder has a sound understanding of child protection procedures to promote children's welfare. Most relevant documentation is in place and readily available for inspection, including a register of attendance. However, the childminder has not obtained written parental consent to take children out on outings and she is not able to produce evidence that she has completed an approved local authority childminding training course. These are breaches of legal requirements. However, the impact on children's welfare is low because the childminder understands her role and responsibilities and keeps children safe on outings. The childminder has implemented a number of policies and procedures that guide her practice and she shares these with parents. The childminder provides a safe and secure environment. She carries out regular risk assessments of the home to support children's well-being.

The childminder has a satisfactory understanding of the learning and development requirements. She undertakes regular observations using a colour-coded system to track children's progress in all areas of learning. The childminder has developed positive partnerships with parents. Parents keep informed about their children's learning, development and activities through discussion, a daily communication book and the sharing of children's learning journal. The childminder is aware of the importance of keeping parents up to date about children's progress. She offers an open door policy so that parents can view their children's journal at their leisure and share information about children's interests. The childminder has established positive links with school staff to support and extend children's learning. The childminder has begun to use processes for reflective practice to identify strengths and areas for improvements, which promotes positive outcomes for children. The childminder is enthusiastic about attending further courses and developing her resources to support children's learning and development.

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	EY391111
Local authority	Havering
Inspection number	913038
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
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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