

Inspection date	10/05/2013
Previous inspection date	12/11/2009

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 confident learners and the childminder provides a relaxed atmosphere in her home where children can develop their communication skills.
- The childminder uses her observations of children to provide interesting activities which children enjoy.
- The childminder knows the children well and is confident when describing their development levels and interests.
- The childminder works very effectively with parents and other providers, to enhance children's well-being and development.

It is not yet outstanding because

- Children cannot easily choose books to look at, due to the way they are stored. This means children miss some opportunities to develop their interest in stories and other print.
- The childminder does not fully use the outside space to enhance children's learning across all areas of learning.

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 as they played together and as they took parts in daily routines.
- The inspector sampled a range of documents including children's work and photographs.
- The inspector spoke to the childminder about how she plans for children's development and observed activities she had planned.
- The inspector accompanied the childminder and the children when they walked to the local nursery.

Inspector

Lesley Hodges

Full Report

Information about the setting

The childminder was registered in 2007. She lives with her husband and three children in a two-bedroomed house, which is situated in the Stratford area of the London borough of Newham. The childminder visits the local park and children's groups with the children. The whole of the ground floor of the premises and one first floor bedroom are used for childminding purposes, and a fully enclosed garden is available for outside play. The childminder is currently minding two children in the early years age range for three days each week. The childminder walks to a local nursery to take and collect children. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance children's interest in books, by making it easier for them to choose books to look at
- develop the outside space so that children can enjoy the full range of learning experiences outdoors.

Inspection judgements

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

Children clearly enjoy the time they spend with the childminder. They are relaxed and comfortable in her home. The childminder has a good understanding of how children learn. She provides a varied range of learning opportunities to cover all areas of learning. The childminder makes effective observations of children as they play and as they take part in structured activities, to support their learning. She uses these observations to plan effectively for children's further development. As a result, children make good progress. The childminder is aware of the importance of good communication with children as this enables them to develop their vocabulary. She describes children's actions, models good language and responds enthusiastically to children's questions. These actions give children confidence to develop their own communication skills.

The children are enthusiastic as they play. They choose activities freely from the good

range of toys available. Children play with a doctor's set and enjoy pretending to make their cuddly toys better. They describe how they planted seeds in the garden and how the seeds need water to grow. Children make necklaces and crowns with coloured linking pieces and chat to each other as they play. The childminder uses the garden for some activities but has not developed this area fully to give children a broad choice of outside learning experiences.

Children are learning about letters and sounds. Older children confidently sound out the letters of their name when they notice them on the childminder's records. Children are learning to write their names and the childminder supports their learning in a range of ways and with a variety of equipment. Younger children also identify letters and are proud when they name them. The childminder shares books with children and she has a good variety of books for them to choose from. Children's access to books is restricted; however, as they cannot easily see the books due to the way they are stored.

Children are learning to identify numbers and they take turns to say number names using clock face puzzles, magnetic numbers and when the childminder writes them on a blackboard. Younger children are making very good progress in this area and skilfully recognise numerals up to eleven.

The childminder demonstrates good knowledge of the learning and development requirements. She has yet to complete a progress check for two-year-old children but knows the areas to cover for when she needs to complete one.

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

Children feel safe in the childminder's house. They demonstrate this as they play and enjoy routines such as eating lunch and getting ready to go to nursery. Children proudly state that they can feed themselves and confidently ask for more juice. The childminder provides healthy meals and a selection of fruits for dessert. Children talk about their favourite fruits and take part in routines to wash their hands before they eat. These practices help children to learn about healthy lifestyles.

Children sit together as they eat. They enjoy chatting about a range of subjects and the childminder encourages a relaxed atmosphere. She responds to children's questions warmly and this helps children develop their confidence and self-esteem. The childminder effectively helps children to learn about road safety during the daily walk to the local nursery. For example, children hold hands as they wait to check for cars with the childminder before they cross the road.

Children's behaviour is good. The childminder encourages them to share toys as they play. She gives stickers to children to encourage them to tidy up and children proudly show their stickers when they have been given one.

The childminder takes the children to a number of different groups where they can play on

a range of stimulating equipment. These are local groups and so children can make friends during the regular visits. Children play on large equipment and enjoy messy play activities. These group experiences help younger children to prepare for when they start playgroup. The childminder takes older children to nursery and supports them with their routines when they arrive. She supports children as they learn to recognise and write their name and these activities are continued in nursery.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is fully aware of the procedures to follow if she has concerns about a child's welfare. She has relevant contact information for outside agencies should she need to contact them.

The childminder attends courses to improve her knowledge and has plans to attend further training. She has identified areas of her practice which she would like to improve and has plans in place so that she can make these improvements. These actions demonstrate the childminder's strong commitment to making continuous improvement to her provision, to promote the best outcomes for children.

The childminder has a good understanding of the learning and development requirements and how children learn. She identifies children's individual needs and supports their development with stimulating activities, which the children enjoy. She identifies stages of children's learning in line with the guidance document in the Early Years Foundation Stage and uses this knowledge to plan effectively.

The childminder has developed a good partnership with the local nursery where the older children attend. Staff at the nursery comment that she supports children's routines and activities well. The childminder liaises with the staff responsible for making observations on children's progress, in order to provide continuity of care for the children. As a result, children are relaxed when they go to nursery.

The childminder works well with parents and gives daily feedback about children's activities and care routines. Parents comment particularly that children have developed communication skills since they have been with the childminder. They also comment that they are happy with the regular feedback they receive on their children's overall progress. The childminder plans joint trips within the local area with parents so that the minded children and her own children can all enjoy activities together. These practices enhance children's experiences and good partnerships with the key adults in children's lives help their overall 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	EY344767
Local authority	Newham
Inspection number	815283
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	12/11/2009
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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