

Inspection date	23/05/2013
Previous inspection date	15/02/2011

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 secure relationships with the childminder.
- The childminder works well in partnership with parents to develop a two-way flow of information. This ensures continuity of care for children in all their routines.
- The childminder supports children to develop an 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 and plan their next steps for learning.
- The childminder uses self-evaluation but has not fully not addressed the weaknesses she identified 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 playing and interacting with the children.
- The inspector looked at a sample of documentation, including policies, procedures and children's development records.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector toured areas of the house used for childminding.
- The inspector talked to the childminder and read a letter of recommendation prepared for the inspection by a parent.

Inspector

Sue Mann

Full Report

Information about the setting

The childminder registered in 2006. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in a house in Woodford Green, Essex. The whole of the ground floor and one bedroom on the first floor of the home are used for childminding. There is a rear garden for outside play.

The childminder collects children from the local schools and pre-schools. There are currently two children on roll, of whom, one is in the early years age range. The childminder offers care all year round from 9am to 5pm, Tuesday to Thursday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- implement systems to assess children's progress and understand their level of achievement, interests and learning styles, and use this information to shape appropriate learning experiences for each child.

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

- develop the self-evaluation process to put in place action plans to address identified areas of weakness.

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. The childminder demonstrates a suitable awareness of what children can do, and their current learning and development stage. However, the childminder conducts limited observations and assessments to clearly assess the progress each child is making in relation to their starting points. Consequently, she does not fully consider children's progress, current interests and learning styles when planning. This has an impact on how well she supports children's next steps and progress towards the early learning goals to prepare them for the move to school.

The childminder responds to children's emerging interests throughout the day, adding

additional boxes of toys to support their games and activities. For example, children play with the trains and the train track, and then decide to add the road track. They go off and look for some cars, which they place on the track and play with, extending their learning through play. Children have a suitable range of resources, which are stored in low-level baskets and boxes around the room. This means that children can move and combine resources to enhance their imaginative play.

The childminder supports children to develop speaking and listening skills, as she constantly talks to the children. She uses sound questioning techniques, which encourages children to think their ideas through and make connections between different parts of the experiences as they play. For example, she encourages children to 'drive' their cars on the other side of the track to avoid another child's line of cars. Children reply that it is a 'traffic jam'. She further enhances this, as she talks the children through what they need to think about when putting together the pieces of the train track. This helps children to learn to follow directions, problem solve and listen to instructions.

Children enjoy daily physical exercise in the childminder's garden, local park or soft play centre. This enables them to develop their physical skills as they learn to climb through and over the obstacles in the soft play centre and run around in the childminder's garden. The children clearly enjoy the weekly visits to the soft play centre, as they talk about what they like doing and ask the childminder when they will be going again.

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

Children are happy, settled and have a secure sense of belonging as the childminder adequately supports their individual needs. Flexible settling-in arrangements enable parents to spend time with their children in the childminder's care. This means that children form warm relationships with the childminder approaching her for cuddles and reassurance when they feel uncertain, which helps them to feel secure in the setting.

The childminder supports children to develop an understanding of the importance of good hygiene routines, as she reminds the children to wash their hands before eating and after using the toilet. This enables them to learn how to protect themselves from the risk of cross infection. The childminder helps children to learn about healthy eating, as she provides them with healthy, balanced nutritious snacks and fresh home-cooked meals. They enjoy snacks of crackers and carrots, and chicken and rice for lunch. This enables children to develop a suitable understanding of the importance of healthy lifestyles. The childminder supports children to learn to share and take turns. She explains to children the importance of sharing, and offers additional resources when they disagree over the same toys. This supports children's personal, social and emotional development, and enables them to be ready for the next stage in their learning.

Children learn how to protect themselves in the event of an emergency, as they practise emergency evacuation plans regularly. The childminder has links with the local schools and the nursery school. This enables the childminder to share information about individual children, which she is able to relay to parents when they collect their children. This

enables parents to keep 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 in their infancy, as the childminder has identified some areas in which she needs to improve. However, she has not addressed these to show how she drives improvement in the quality of her provision. The childminder's systems for observation and assessment do not fully 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. However, she plans to attend some Early Years Foundation Stage training run by the local authority to enable her to develop this area of her practice, in order to improve the outcomes for children.

The childminder understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She demonstrates a secure knowledge of what to do if she has a concern about a child in her care, and has relevant documentation for recording any concerns. She completes visual risk assessments and daily checks to help to ensure that her home is safe for the children who attend. The childminder assesses all trips outside the setting prior to taking the children, which makes sure that she is aware of any hazards that may pose a risk to children's welfare.

Relationships with parents are positive and enable the parents and the childminder to work in partnership to support continuity of care routines. The childminder keeps parents informed about their children's day with her or at school when they collect their children. This contributes to their effective partnership working. The childminder has links with other local childminders, which enables her to seek advice. She also has links with the local authority and attends training courses, which helps her to develop her knowledge and 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	EY343434
Local authority	Redbridge
Inspection number	815265
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 17
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	15/02/2011
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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