

Inspection date	20/06/2013
Previous inspection date	19/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 is aware of children's individual needs and is able to meet them well. As a result children progress and achieve.
- The childminder has established effective and trusting relationships with parents and they share relevant and sensitive information about their child to help the childminder meet their child's individual needs.
- The childminder is caring and affectionate towards the children and she interacts positively with them. As a result, children are happy, settled and eager to learn.

It is not yet outstanding because

- The childminder misses some opportunities to further develop children's understanding of mathematics.

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 the childminder's interaction with them indoors.
- The inspector examined documentation including a representative sample of children's records and development plans.
- The inspector discussed aspects of the childminder's practice, including how she safeguards children with her.

Inspector

Caroline Preston

Full Report

Information about the setting

The childminder registered 1991. She lives with her husband and adult daughter in Dagenham in the London Borough of Barking and Dagenham, within walking distance of local shops, park and schools. Part of the ground floor area of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of Childcare Register. There are currently two children in the early years age group on roll. The childminder also cares for school age children. The family has fish and two dogs as pets.

What the setting needs to do to improve further

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

- provide a range of natural materials to enable children to sort, compare and arrange to support their mathematics skills.

Inspection judgements

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

The childminder provides children with a good range of play opportunities in all areas of learning. As a result children progress and achieve well in all their development areas. She undertakes on-entry assessments and continues with on-going assessments. Therefore she is able to identify children's individual needs and plan their next steps of learning. The childminder supports children who learn English as an additional language effectively. She uses picture cards as visual aids and has lots of discussions with children to help them understand English. The childminder invites parents to contribute to their child's initial assessments to support good partnerships and the children's continued learning and development.

The childminder interacts positively with children, which encourages them to initiate conversations and display friendly behaviour. All of which supports their social and emotional development. The childminder reads stories to children using a variety of props to ignite children's interest. This encourages children to communicate and develop language skills. Children learn to follow instructions because the childminder is patient and clearly explains to them what she wants them to do. For example encouraging them to independently build their own house with small construction bricks.

The childminder encourages children to walk to and from school and play outside in the garden and local park. This helps them to develop good physical skills as part of a healthy

lifestyle and be confident in running, jumping and climbing.

The childminder provides writing resources, such as different coloured chalks and boards so that children begin to develop early writing skills. She sits with children encouraging them to describe what they are drawing. The childminder sounds out letters and writes them down so that children begin to recognise the shape and sound of letters in the alphabet. The childminder encourages children to count as much as they can with their fingers. However, there are no natural resources available to encourage children to sort, group and compare to develop their understanding of mathematics further. The childminder listens to and encourages children to recall and talk about their recent holidays to their parents' countries. Children discuss where they went and what and who they saw, also supporting their positive feelings about their own cultural backgrounds. Children sing with the childminder expressing their creativity through music and they also enjoy cooking activities. All of which supports children's preparation for when they move on to school.

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

The childminder has established good attachments with children, which helps promote their independence and well-being. The childminder is flexible and professional with families and works hard to meet their needs when they return from long-term holidays. As a result, children settle back quickly and begin feel safe and secure. The childminder talks to children as they play, reinforcing expectations of behaviour. Therefore, children learn what acceptable and what unacceptable behaviour is.

The childminder provides a good range of resources to support children's understanding of diversity, such as books and dolls. She also speaks to children about differences so they have a positive attitude towards others. The childminder talks to children about road safety when she walks to and from school, pointing out the dangers. This means children learn to keep safe and are aware of possible dangers outside. The childminder offers children healthy meals and drinks and daily outdoor play. This supports their understanding of healthy lifestyles. Children attend to their own personal needs, promoting their understanding of good hygiene routines.

The environment is well resourced and welcoming to children and the childminder provides a good range of toys to help children develop. Children make their own choices and are supported by the childminder as she spends individual time with them.

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

The childminder supports children's safety well by meeting the safeguarding and welfare requirements and maintaining ratios at all times. The childminder works alone and provides children with good care and education. She notifies Ofsted of any changes to her circumstances, such as new adults living on the premises in line with requirements for

registration.

The childminder understands child protection procedures, and as a result is able to safeguard children if concerns are identified. She undertakes detailed risk assessments inside and outside her home and when taking children on trips, for instance to school and back. Therefore dangers to children are removed immediately. All required documentation is in place for the smooth running of the childminding business.

The childminder has undertaken training in the last year and completed her recommendation from the last inspection. This means she has developed her childcare practice through improving how she carries out observations and assessments. The childminder also receives support from the local authority to evaluate her practice and improve her service and the outcomes for children. Strong partnership with parents means that children benefit. The childminder communicates well with parents, talking to them daily about their child's needs and progress. The childminder has no children on roll with special educational needs and or/disabilities but is aware to contact relevant agencies if she needs to, in order to support their specific needs and promote inclusion.

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	504468
Local authority	Barking & Dagenham
Inspection number	920964
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	19/01/2012
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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