

Inspection date	02/08/2013
Previous inspection date	24/11/2008

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's well-being is supported well. The childminder provides a safe and caring environment and develops strong relationships with children and their families.
- Children's health is promoted well through the provision of a well-balanced diet, regular fresh air and physical activities and the implementation of robust hygiene systems.
- The childminder asks questions that develop children's language, and encourage them to think, during their play. They are encouraged to make choices and take decisions. This promotes their confidence and helps to develop their self-esteem.

It is not yet good because

- Observation, assessment and planning systems are not yet fully effective to enable the childminder to help children to make as much progress as possible.
- The childminder has limited understanding of the two-year-old progress check requirements.
- Parents are not fully encouraged to share contributions about their children's learning at home to enable them to be fully involved in their child's learning and development.

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 activities and interaction between the childminder and children during play in the lounge and the garden.
- The inspector looked at children's development profiles, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector observed the resources on offer and how they are organised to support children's learning.
- The inspector had ongoing discussions with the childminder regarding her practice throughout the inspection.

Inspector

Sharon Henry

Full Report

Information about the setting

The childminder registered in 2008. She lives with her husband and their four children in Beckton, within the London Borough of Newham. The whole of the ground floor is used for childminding purposes. There is a garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for one child, who is in the early years age range. The family have a dog and three cats .

What the setting needs to do to improve further

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

- increase understanding of the requirement to review children's progress in the prime areas of learning, when they are aged between two and three years, and to share a short written summary of a child's development with parents
- improve observation and assessment systems in order to more clearly identify children's levels of achievement, interest and learning styles; use your finding to plan future learning experiences that are tailored to meet children's individual needs .

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

- strengthen the arrangements for parents to contribute information about their children's learning and development at home.

Inspection judgements

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

Children are relaxed, well motivated and play happily as the childminder devotes her time to playing with them and follows their interests. Simple observation and assessment systems are in place although these do not always clearly show how well individual children are progressing. In addition, she does not use this information when identifying children's next steps to enable her to effectively plan future activities and play experiences to support children fully in their learning. Consequently, although children make satisfactory progress in their learning the assessment and planning systems do not fully ensure all gaps in children's learning are swiftly identified and addressed. Consequently,

children do not make as much progress as they can, given their age and stage of development. In addition, the childminder is not secure in her knowledge of what is required for the progress check at age two. Therefore, parents have not yet received a written summary of their children's progress as required.

Children engage in activities of their own choosing and the childminder offers appropriate support and encouragement to meet their individual needs. She plays with the children, sharing her attention and talking with them, both answering and asking questions. Additionally children's language and communication are appropriately fostered as the childminder spends time listening carefully and speaking clearly to them. She follows children's lead in conversations and helps children recall past events and expand on what they say. For example, children recall going to the park with others who used to come to the childminder. In the garden, children point to the sky and say 'That is where the moon is'. The childminder responds by asking what else is in the sky and children talk about going in an aeroplane to Poland and how stars are small. This encourages children to recall past experiences and share their knowledge with the childminder, and this then boosts their confidence and self-esteem. Children enjoy being creative and develop their imaginations as they engage in pretend play. For example; they play with the role play resources and pretend to cook grapes for dinner and then offer them to the childminder. Children's physical health is promoted well as they have daily opportunities to play outside in the garden. They enjoy riding the sit and ride car and improving their hand eye coordination as they play swing ball, where they become excited when they hit the ball.

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

Children are happy and at ease in the childminder's home. They settle quickly to play and enjoy a variety of activities that enable them to grow in confidence and self-esteem as they begin to understand that they are valued and included. The childminder organises the environment to allow children to explore freely, thereby assisting them to become independent learners. Resources are organised enabling children to see what is available to them so they can make their own choices about what they play with.

Children's personal and social needs are well met. The childminder encourages them to interact and socialise with their friends, and she provides opportunities for them to mix with a wider group of children at local toddler groups and when meeting with other childminders. Self-help skills, such as independently going to the toilet and washing their hands, are encouraged by the childminder who helps children to develop these skills themselves. She offers sensitive reminders about washing their hands and is always close by to provide help and assistance if needed. Consequently, children are well prepared for the next stage in their learning because the childminder helps them to be ready for their move to other early years settings and school.

Children are learning to keep themselves safe through everyday experiences. For example, they practise the evacuation procedures and safely negotiate their way around the indoor environment. They have appropriate opportunities to learn about healthy living and routinely wash their hands before eating. They benefit from a healthy diet and meals are

well balanced, freshly cooked and nutritious. The childminder takes into account any individual dietary needs.

The childminder is active in promoting healthy lifestyles. She takes children out on daily walks to and from school and regularly visits the local parks. The childminder encourages appropriate behaviour through clear and consistent boundaries which children respond to well. For example, if they throw a toy, the childminder sensitively discusses how it could hurt someone if it hit them. The childminder uses praise and encouragement to recognise children's achievements, which supports their self-esteem.

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

Children are safeguarded because the childminder has a sound understanding of child protection procedures. She is knowledgeable about what to do if she has any concerns about a child. She has a detailed safeguarding policy in place that is shared with parents, which means that they are made aware of her role and responsibilities in protecting children from harm. All members of the household have undergone suitability checks. However, the childminder has failed to inform Ofsted of a significant event about changes to members of the household as one of the household no longer lives at home. It is a requirement to do so. There is no impact on children's safety, and therefore Ofsted do not intend to take further action. Written risk assessments are in place and the childminder carries out daily safety checks on her home and garden. As a result, the safety of the children is prioritised to ensure any potential hazards in the areas children use are minimised.

Partnerships with parents are positive. There is a regular exchange of information about children's welfare and clear channels for parents to communicate with the childminder. The childminder meets with parents prior to children starting and also provides settling in sessions. This allows her time to get to know the children, understand their backgrounds and find out about their routines. However, as yet, systems for parents to fully contribute to their children's observations and assessments are not fully established, This limits the extent to which parents can play an active role in influencing planning and further promoting children's learning at home.

The childminder's monitoring and self-evaluation processes are developing and these soundly support her capacity to maintain continuous improvement. She uses her self-evaluation form to help her identify the strengths of her service and areas where further improvement can be made. She has addressed the recommendations made at the last inspection, linking to evaluation, development and increasing awareness of the wider world and this has enabled the childminder to improve outcomes for children.

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
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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	EY378855
Local authority	Newham
Inspection number	815753
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	24/11/2008
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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