

Inspection date

Previous inspection date

02/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 happy and settled with the childminder and they show this as they enthusiastically choose what to do from a good range of toys and activities.
- The childminder makes good use of her garden to give children a choice of where they play.
- Children benefit from carefully planned outings in the local area and beyond. The childminder uses these experiences to plan activities which are based on children's interests to encourage their learning.

It is not yet outstanding because

- The childminder does not fully promote children's interest in books and stories by providing a broad range of books.
- Children do not routinely develop independence skills, such as by helping to prepare snacks.

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 had a tour of the premises and observed children as they played.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector reviewed relevant documentation including children's development records, policies and procedures.
- The inspector read daily communication books and comments made by parents.

Inspector

Lesley Hodges

Full Report

Information about the setting

The childminder registered in 2013. She lives with her husband and two young children in Rainham, in Essex, close to shops, parks, schools and local transport links. The whole ground floor and an upstairs bathroom of the childminder's house are used for childminding purposes. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The family has two cats and two rabbits. The childminder collects children from local schools and pre-schools. The childminder operates each weekday from 8am until 6pm, all year round, except bank holidays and family holidays. There are currently two children on roll, both of whom are in the early years age group. Children attend for a variety of sessions. The childminder supports children who are learning English as an additional language.

What the setting needs to do to improve further

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

- develop ways to extend children's independence skills during daily routines
- enhance children's interest in books and stories by expanding the variety of books available for all children.

Inspection judgements

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

Children are happy and settled in the childminder's home, which is clean, bright and welcoming. Children feel safe and secure as they choose their play from the varied selection of good quality equipment. The childminder plans a range of interesting activities which follow the children's interests. For example, children enjoy looking at different flowers and the childminder plans a range of activities to develop their understanding of nature, including painting flowers and planting different seeds, which the children enjoy. The childminder has a good knowledge of the seven areas of learning and confidently describes how children can learn in a range of ways from one activity. She skilfully introduces mathematics and literacy into children's play. For example, children talk about the number written on the play bus and they practise writing skills as they complete a tick chart about the day's weather. Children enjoy painting clay animals to make magnets. The childminder explains that they can mix colours together to make new colours. This excites the children and they experiment with the colours to make pink and purple. These

activities give children opportunities to explore as they learn new skills with stimulating activities.

Children can choose from a range of books to develop their interest in stories. There is scope, however, to expand the selection available to include books in dual languages to support those children who are learning English as an additional language. The childminder encourages children to develop their language skills as she asks questions about their recent holidays. She is enthusiastic about their responses and shares her own experiences to encourage further conversations. The childminder helps to develop children's interests in letters and sounds as she sounds out the letters on play equipment. For example, children join in sounding out a letter 'P' they see on a play pepper pot as they prepare a dolls' picnic in the garden. Children enjoy a wide range of play in the garden. The childminder provides a variety of equipment for children to develop their imagination as they play in the small house. Children develop physical skills as they use pushchairs, bicycles and scooters. The childminder uses the garden for painting and other creative activities too, which means that children who learn best when outside have opportunities to do so.

The childminder has not yet had to complete a progress check for children when they are aged between two and three years but she is aware of the requirement to do this to identify the progress young children are making. She observes children at play and uses these observations to plan effectively to meet children's needs. The childminder assesses children's progress in all areas of learning to support their next steps.

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

The childminder gathers information about children before they start with her so that she can successfully meet their care needs. The childminder effectively supports children's emotional well-being as she attentively listens to them and praises their achievements. The childminder knows the children well. She identifies the activities they like to do and successfully incorporates these interests into her planning. Children are confident as they move around the childminder's home and garden making choices in their play and taking part in routines.

The childminder teaches children how to keep themselves safe when crossing the road. The children confidently act out how to use a pedestrian crossing as they play with small figures and cars, which demonstrates the knowledge they have gained. The childminder regularly practises evacuation procedures with children so that they know what to do in an emergency. The childminder's home is safe as she uses gates and other safety equipment when appropriate to minimize hazards.

Children's behaviour is generally good. The childminder supports their positive behaviour by gently explaining how they can share and take turns with toys. Children are developing independence skills as they wash their hands after painting activities and using the toilet. Younger children are learning how to feed themselves with appropriate cutlery, however there are missed opportunities for children to develop independence skills further by

preparing their soft fruit for snack.

The childminder helps children prepare for school with number and writing activities which they enjoy. For example, children begin to make notes of the different types of insects they have seen on a bug hunt by ticking the names with support from the childminder. These activities help children to develop pencil control in their play activities.

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

The childminder has a secure understanding of her role in safeguarding children. She is clear about the procedure to follow should she have a concern about a child in her care. The childminder maintains all required documentation and records are clear and well organised so that she, and parents, can access them easily. The childminder carries out regular risk assessments on her home and on outings to minimise risks to children.

Parents comment that they can clearly see how children are making progress since being looked after by the childminder. They appreciate the varied range of activities provided by the childminder, including the different trips in the local area and beyond. The childminder provides detailed written information for parents each day. This is in an easy to read format and gives comprehensive information on children's activities, meals and, for younger children, any new words they have been learning. This means that parents are fully informed about their children's time with the childminder. Parents also comment positively about how friendly and approachable the childminder is and how they are comfortable when talking to her about any aspect of their child's care.

The childminder works with the local authority advisor to review her practice. She has planned a range of improvements, including the purchase of new role-play equipment to help with children's mathematical development. She also plans to develop an area in her garden to allow the children to plant a greater variety of foods and flowers. The childminder has enquired about different courses which she feels will develop her skills and knowledge. These measures demonstrate that the childminder monitors her provision and is keen to develop further 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
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	EY453629
Local authority	Havering
Inspection number	904728
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	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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