

Inspection date	30/09/2013
Previous inspection date	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 show they are happy, settled, and feel safe and secure in the care of the childminder and her assistants because they support their individual needs well.
- A well planned indoor environment, the accessibility of a broad range of play resources and the effective use of community venues contribute to children making good progress in their learning and development.
- The childminder plans interesting activities based on her good knowledge of individual children, so children concentrate well and learn through play.
- The childminder has a good partnership with parents, which support the children's learning and development well.

It is not yet outstanding because

- The childminder does not promote some aspects of children's literacy as well as other aspects of their learning.
- The childminder does not make best use of her outdoor area to help children help understand about nature the natural world.

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, care routines and the areas used for childminding.
- The inspector spoke with the childminder and her assistant, at appropriate times and observed their interaction with children.
- The inspector sampled children's records.
- The inspector sampled the childminder's policies and procedures, which she provides to parents and her assistants.
- The inspector referred to the childminder's Ofsted self-evaluation form and feedback reports from her local authority advisor.

Inspector

Shaheen Belai

Full Report

Information about the setting

The childminder registered in 2013. She lives with her husband and their two school age children in Upminster, within the London Borough of Havering. Children have access to the whole of the premises. There is a garden for outdoor play, and a summerhouse for messy and creative activities. The childminder has 11 children in the early year's age range on roll, attending on a part-time and full-time basis. The childminder works with two assistants. The childminder is registered on the Early Years Register and both parts of the Childcare Register. The childminder drops and collects children from local schools and nurseries, lives close to public transport, under fives groups, book library, parks and shops.

What the setting needs to do to improve further

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

- extend the resources and opportunities in the outdoor area to help children learn about nature and the natural world

- extend the programme for children's literacy, to develop children's pre-reading skills in preparation for the next stage of learning, such as using text in the environment.

Inspection judgements

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

Children are extremely happy in the care of the childminder and her assistants, and have trusting and secure relationships with them. These relationships are evident as children welcome their interaction in activities or seek them out for cuddles and comfort. The childminder organises the premises successfully to promote children's confidence to move safely, independently and make choices in their play, particularly indoors. The cosy book area is welcoming and well positioned; it provides a quiet space for children to explore a quality range of various books. Some picture labelling and posters offer children an appropriate introduction to early literacy skills; however, the childminder misses some opportunities to promote other aspects of children's literacy development. For example, by promoting their pre-reading and writing skills through seeing the wider use of text in the environment.

Children enjoy pretend play. The childminder and her assistants provide a wide range of props and resources to engage children's interest for this. They are skilful in developing

children's language. For example, they sing songs with the children and are effective in asking them questions to promote their understanding. The summerhouse allows children to explore a range of messy and creative activities, where children are busy exploring a range of materials and textures. For example, the children create self-portraits using paints, wool and material. Cooking activities offer the children an insight into following recipes, and exploring early science and mathematics. The children explore technology, such as taking photographs of their friends and familiar adults with a camera. Outdoor play and outings in the community allow children to develop a range of skills. For example, children present high levels of confidence as they use the large trampoline with the childminder. The garden features highly on the childminder's planning. Children are free to choose to play indoors or outside, including the summerhouse. However, the childminder does not make full use of her outdoor provision to help children learn about the natural world. The use of the community venues extends children's learning experiences, such as visits to the local book library and parks.

The childminder and her assistants are skilled at observing children. These observations allow them to monitor and support children's individual learning and development. The childminder has successful systems for recording observations, monitoring children's developmental progress and exchanging information with parents. This allows her to plan for the children's next steps in their development. The systems used to assess children's learning and development support children to make effective progress towards the early learning goals and develop skills for the future.

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

Children are cared for in clean, bright, safe and well-maintained premises. The childminder follows good hygiene measures to minimise the spread of infection and germs. For example, the children are familiar with the routine to remove their shoes indoors and know to wash their hands before handling food. The childminder gives appropriate respect to young children's privacy when changing nappies, allowing children to feel safe. She follows appropriate hygiene measures when changing nappies and provides a clean environment for children to play in.

The childminder provides a very healthy and nutritious diet, which takes into account special dietary needs. Meals and snacks take into account children's hours of attendance, and ensure they are well nourished. Children help to prepare snacks of fresh fruit and share out portions for their friends. Mealtimes are a relaxed, social activity. This allows children to learn about healthy eating and develop skills, such as personal independence, and using cutlery. Children have a good understanding of how to keep safe, as they benefit from prompt reminders provided by the childminder and her assistants. For example, young children learn to climb the ladder safely to access the trampoline with supportive guidance from them. To further support their sense of safety, the childminder includes children in regular evacuation drills.

Children's behaviour is exceptional as they benefit from high levels of adult interaction, supervision, consistent praise and the provision of a broad range of activities to keep them

occupied. The childminder and her assistants use positive approaches to manage any arising incidents of unacceptable behaviour; this ensures children learn well about right from wrong. The children show how they share resources, wait for their turn for a particular toy or say sorry to their friends with little prompting from the adults.

Children settle well with the familiar adults who care for them and are active learners. This is because the childminder and her assistants deploy themselves effectively throughout the premises to ensure children receive their attention. Children choose freely from the good selection of toys and activities, organised to be accessible and promote independence. Children have ample opportunities to play outside because the childminder recognises the importance of promoting children's approach to a healthy lifestyle, and that exercise can be fun. Children rest according to their own needs. The childminder provides children with cosy children's beds and cots according to their age and stage of development. This supports them to be safe and comfortable. Arrangements are available for older children to have a quiet area to unwind. This is organised well with quiet activities, such as looking at books.

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

Efficient arrangements are in place to safeguard children. All adults living and working on the premises have undergone suitability checks. The childminder and her assistants are aware of safeguarding procedures and have access to current guidance to guide them to support children's welfare. A full range of policies and procedures are in place to promote children's welfare. The childminder provides all parents with their own copies, and her assistants also have access to these. This ensures they are all aware of how the service operates. The full range of policies and procedures includes complaints procedure, child protection and medication procedures. The childminder has recently added additional policies, to cover the safe use of cameras and mobile phones. The childminder and her assistants have current first aid certificates to further promote children's health. The childminder completes thorough risk assessments of the setting, resources, activities and outings. This allows her to address any potential risks to children. The play areas within the home are very well organised, well equipped and expertly arranged. They provide children of all ages the opportunity to develop high levels of independence in selecting play resources indoors, outdoors and using the summerhouse as an additional learning environment. The extensive range of resources includes a full range of materials that reflects all areas of diversity in a positive manner. This allows children to be valued as individuals and develop an understanding of other members of the wider community. The childminder has an awareness of children's individual needs, and is positive in implementing inclusion in all aspects of her service.

Partnerships with parents is robust, the childminder values the input of parents. Excellent systems are in place to allow relationships to flourish. For example, she maintains positive communication via daily handovers, by emails and the use of the daily diary system. The childminder completes relevant and required documentation with parents to contribute and support children's well-being. For example, she gathers written parental consents and

details of children's individual needs. Parental feedback at inspection was full of praise of the service received. Parental comments included positive feedback about the range of activities offered in the home and in the community, the sharing of information, how well children have settled, and the positive approach of the childminder and her assistants. The childminder recognises the importance of working with other professionals, such as with staff in other early years settings where children move onto or attend part-time. Systems are in place to ensure they exchange information to support learning and development. The childminder recognises this positively contributes to continuity of care and learning for children.

The childminder demonstrates her commitment to ongoing improvement through using the Ofsted self-evaluation form. This allows her to identify her strengths and areas for development. In addition, the childminder welcomes the home visits she receives from her local authority advisor. She strives to meet all actions identified by the advisor, such as adapting her systems for children's assessments. The childminder welcomes her assistants to share their views, their experiences and ideas with her. She is supportive for them all to develop their skills via further training.

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	EY459681
Local authority	Havering
Inspection number	912634
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	11
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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