

**Inspection date**

04/10/2013

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**

- The childminder has attended a number of training courses, which has resulted in her promoting children's welfare effectively.
- Children progress well because the childminder makes effective use of assessments to extend their learning and development.
- Children learn the importance of good personal hygiene from an early age.
- The childminder values parents as partners, which contributes immensely to children's care and learning.

**It is not yet outstanding because**

- Children have few opportunities to take part in activities or see positive images that challenge gender stereotyping.

## 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 ongoing discussion with the childminder throughout the inspection.
- The inspector sampled documents including children's assessment records, childminder's training certificates, records and policies.
- The inspector interview parents.

## Inspector

Jennifer Liverpool

## Full Report

### Information about the setting

The childminder registered in 2013. She lives with her partner, their young son and her teenage stepdaughter. They live in Ilford in the London borough of Redbridge, within walking distance to public transport, school, shops and parks. The whole of the ground floor of the childminder's house and the third bedroom on the first floor is available for childminding. There is a fully enclosed garden for outdoor play. The family has a cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for one child in the early years age range on a part time basis. She also cares for a school age child after school hours. The childminder regularly takes children to local toddler groups and parks.

### What the setting needs to do to improve further

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

- develop further the range of resources to reflect positive images that challenges gender stereotyping to enhance children's understanding of diversity.

## Inspection judgements

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

Children are learning and developing well. The childminder gathers important information from parents about their child's abilities and interests at the start of the placement. This enables the childminder to have a good understanding of children's developmental needs to help build on what they can do. The childminder carries out regular observations, evaluates children's achievements and identifies next steps to help move children on in their development. The childminder ensures that parents are involved in their child's ongoing assessments by sharing her observations with them and encouraging parents to contribute to the assessments. This helps to enhance children's learning at the setting and at home, and as a result of this, children are making good progress.

The childminder effectively promotes children's language development through having ongoing discussions with the children about their experiences. She also provides a running commentary of what she is doing when changing babies' nappies and uses repetition of words, labelling objects and singing rhymes to help expand children's vocabulary. Consequently, babies develop increasing confidence to communicate through using actions and sounds. Children learn to enjoy participating in talk and conversation with adults and children, thus developing an understanding to take turns in speaking. The childminder displays posters and other visual aids around the room and this encourages children to be

curious and stimulate conversation. The childminder reads stories to children on a regular basis and this enables them to develop a healthy interest in books. Children use a range of books to look at pictures, learn to read and to find information in reference books. Babies are beginning to handle books. They pull flaps in the books to find out what is hiding underneath, touch the texture of cloth books and try to turn the pages.

Children are developing an understanding of the world. This is because the childminder has placed the flags of different countries and has written greetings in different languages, including the languages spoken by the children's parents, on a wall display. Children play with multi-racial dolls; they see positive images of children and adults of various abilities in posters and books. However, they have few opportunities to see positive images that challenge gender stereotyping. The childminder introduces many opportunities to develop children's counting skills in every day context. For example, she encourages children to count the steps, buttons on their clothes and objects around the room. Babies become aware of some number names because the childminder regularly sings simple number rhymes, reads stories with numbers and counts their fingers. The childminder provides children with many opportunities to develop their imagination through small world play equipment, such as dolls and props.

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

The children are happy to attend. They enjoy their time at the setting because the childminder is warm, friendly and attentive to their needs. The childminder spends time talking to children and joining in with their play to support their development. This helps to promote children's self-esteem as they begin to understand that the childminder values them as individuals. Children are developing a trusting relationship with the childminder. They stay close by her side if there is a sudden change in their daily routine, such as, a visitor on the premises. Babies approach the childminder to be carried and for cuddles. The childminder responds to their gestures and actions, thus enabling babies to feel secure. Children benefit from going on regular visits to toddler groups where they play alongside other children. In addition, children receive support from the childminder to learn important social skills, such as sharing and taking turns. The childminder uses appropriate behaviour management strategies according to the children's stage of development, which helps them to understand right from wrong.

The childminder helps children to learn how to keep themselves safe by reminding them not to run indoors, or to walk around with food in their mouths. She also reinforces safe practices to the children, for example, by explaining to them the importance of road safety. The childminder provides low-level storage units that enable children to become independent and have opportunities to make choices. The childminder's effective daily routine helps to reduce the risk of cross infection or germs to children. The childminder sets a good example for children to follow as she wipes babies and young children's hands after each nappy change. Children have good opportunities to enjoy fresh air in the garden and develop their physical skills. Children receive nutritious meals and snacks that help them to understand foods that are good for them. The childminder has effective storage facilities for the food parents provide to prevent spoiling. Children use a varied

range of outdoor play equipment, which helps them to practise ball skills, climbing and riding tricycles, all of which contributes to keeping children healthy.

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

The childminder is knowledgeable about child protection issues and the appropriate procedures to follow if she has any concerns about a child. The childminder demonstrates a good understanding of the importance of keeping children safe. She regularly conducts risk assessments to help minimise the risk of hazards to children in the home, garden and prior to taking them out on trips. The childminder is vigilant and makes sure that small items and toys that could cause choking are not accessible to babies. The childminder obtains parents written consent to allow children to engage in specific activities, such as, taking part in outings. In addition to this, the childminder keeps and maintains required documentation to further safeguard the children. The childminder's home is welcoming and well organised to support children in their play and learning. For example, the childminder provides children with a broad range of toys and equipment that are safe, developmentally appropriate and fit for purpose.

The childminder has a secure understanding of the Early Years Foundation Stage learning and development requirements. She makes effective use of assessments to plan and provide purposeful activities, which in turn helps to extend children's learning and development. The childminder is motivated to further develop her knowledge and practice in childcare and early years education. She has attended a number of training courses, such as, food and hygiene, and healthy eating in childcare settings, all of which contributes effectively to supporting children's health and wellbeing. The childminder uses a self-evaluation process well to assess her strengths and identify areas of practice to develop in the future, such as, the two-year progress check. She demonstrates a good capacity to improve the outcomes for children.

The childminder's partnership with parents is good. She greets parents when they arrive and allows them to spend time with their child in her home. This helps to make parents feel welcome and reassured about the care their child receives. The childminder communicates effectively with parents through a good two-way flow of information that enhances consistency of care and learning. For example, the childminder keeps a daily record that she shares with parents so that they are aware of their child's routine, activities and visits. The parents take the daily record home and return it the next day with written comments of the child's achievements or matters relating to changes in the children's routine at home. Parents receive good information about the childminder's service through useful information on the notice board and a detailed handbook. Parents comment favourably about the care and education their child receives. The childminder demonstrates a sound understanding of developing partnerships with other providers or external agencies in the children's lives to promote continuity of care and learning.

### **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

<b>Unique reference number</b>	EY442528
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	909199
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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Piccadilly Gate  
Store St  
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M1 2WD

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