

Inspection date

Previous inspection date

03/12/2013

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

- The childminder provides a wide range of activities that supports children's learning and development well.
- Children are progressing well because the childminder takes account of and builds on their interests and individual needs.
- The childminder uses a range of strategies to help promote children's communication and language skills.
- Children confidently help themselves to toys and make choices about their play and learning.

It is not yet outstanding because

- There are fewer opportunities for children to explore malleable materials and develop different painting techniques.
- Hand drying arrangements are not fully effective to consistently reduce the risk of the spread of infection and germs.

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 talked to the childminder throughout the inspection about her practice.
- The inspector observed the childminder interacting with the children.
The inspector sampled a range of documentation, including children's information records, observation and assessment records, training certificates and written policies.

Inspector

Jennifer Liverpool

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and their young daughter in Clayhall in the London Borough of Redbridge. The ground floor and one bedroom on the first floor are available for childminding. There is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder works from 8am to 6pm, each weekday. She is currently caring for one child in the early years age group after school hours and during the school holidays. The childminder regularly takes children to the local parks.

What the setting needs to do to improve further

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

- create opportunities for children to explore and express their creative ideas through painting techniques, collage and malleable materials
- improve the hand drying facilities to further reduce the risk of cross infection.

Inspection judgements

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

Children are happy, settled and well cared for in the setting. The childminder knows the children and meets their individual needs very well. This is because she works closely with parents to obtain important information about their children's specific needs, abilities and interests. The childminder provides toys and activities, which she tailors to children's interests. Children are keen to learn because the childminder takes their interests seriously. For example, children learn how to blow bubbles through a spatula. They also discover how to create bubbles when they observe the childminder add washing up liquid to water during water play. The childminder speaks knowledgeably about the children's stage of development because she regularly observes and records their achievements, and gains information from parents about children's learning experiences at home. She uses this information and that from her written observations to help ensure that she plans for and meets the children's learning and developmental needs. For example, she knows that children enjoy throwing balls, so is extending this by showing them how to catch in order to build on their existing skills.

The childminder interacts well with the children by supporting their learning. She sits with them and shows interests in what they do. Children enjoy connecting train tracks together and using blocks to construct and make models. The childminder talks to children about

different forms of transport in their local environment and helps them become aware of their own and others' travel experiences. Children's communication and language skills are developing well because the childminder uses a range of strategies to support the children. For example, she communicates clearly to children and includes words and phrases that children can understand. She also expands on children's attempts to communicate in order to build on and extend their vocabulary.

The childminder provides musical experiences for children. Children enjoy listening to music and they join in singing action songs. Children learn to explore different sounds and rhythms, and experiment with musical instruments, such as, tambourines, maracas and bells. They use a variety of role-play equipment, which helps them to develop their imagination. However, there are fewer opportunities for children to explore and express their creative ideas through two and three dimensional art materials, such as painting, collage and malleable materials. The childminder supports children's counting skills through singing number rhymes with them and encouraging them to count objects as they play. Children are developing an awareness of diversity as they play with a suitable range of toys and books that depict positive images of race, culture and disability.

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

Children develop close trusting relationship with the childminder because she is warm, friendly and attentive to their needs. The childminder organises group activities, such as water play to encourage children to play alongside their friends, and develop cooperative skills to share and take turns. Children behave well and benefit from consistent praise and encouragement. The childminder supports the children in developing self-help skills so that they learn to take care of themselves. For example, she creates an area in the hallway where they can put their shoes when coming in from school. She also places boxes of tissues at levels where children can help themselves when they need to. Children play in an enabling environment, where they have easy and safe access to a good range of toys and equipment. Consequently, children are developing an ability to make independent choices about when they want to play, what they want to play with, and where. This helps children to enjoy their relaxation time and play.

Children receive nutritious snacks that enable them to develop healthy eating practices. For example, they enjoy fresh fruits, bread and vegetable sticks at snack times. The childminder makes sure that fresh drinking water is always available and she encourages children to drink water regularly so that they do not get thirsty. Overall, the childminder follows appropriate daily routines to minimise the risk of germs, such as wiping down work top surfaces and the dining table before and after use. She washes her hands before preparing children's snacks, and she provides wet wipes for children to clean their hands before eating food. Children have access to soap to wash their hands after they use the toilet. However, they use the same towel to dry their hands on, which does not effectively help to reduce the risk of the spread of infection and germs. Children regularly engage in a range of outdoor activities, such as ball games and using outdoor play equipment, all of which helps to promote their physical development. The childminder helps children to be aware of their own safety. She reminds them to make sure that they do not leave their

shoes where others can trip over them, and she talks to children about road safety when out on trips.

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

The childminder understands her responsibilities to safeguard children. She knows the procedures to follow if she has any child protection concerns about the welfare of children. The childminder holds a valid paediatric first aid qualification and keeps a fully stocked first aid box. This helps to her to provide children with appropriate care if they have a minor accident. She also obtains parents written consent for urgent medical treatment, medication and outings so that the children are cared for in accordance with their parents' wishes. The childminder carries out thorough risk assessments in the home so that children can play safely. She keeps the garden in a safe and suitable condition to reduce the risk of potential hazards to children when they play outdoors. The childminder keeps and maintains all required documentation for the safe management and organisation of her setting. For example, she consistently records children's hours of attendance and keeps a detailed and accurate record of accidents. This helps to promote children's well-being.

The childminder ensures that she plans well, so that children have opportunities for quiet time and active play. She is secure in her knowledge of how children learn through having fun and taking account of their interests. The childminder has a system for self-evaluation, which she uses well to identify her strengths and areas to further develop, to improve her practice. She is committed to improving the outcomes for children and demonstrates positive ways to enhance her knowledge and skills.

The childminder develops good partnerships with parents. She works closely with them from the start by gathering detailed information about their children's development. This helps her meet their care and learning needs. She keeps parents informed about their children's care, learning and development through daily discussions, the use of a diary and by sharing her written observation and assessments of their children's progress. The childminder encourages parents to share their views about her service. This demonstrates that the childminder values parents' contribution and encourages their participation. The childminder cares for children who attend other early years settings. She has suitable systems to exchange information with them about the children's development and ongoing progress. This helps to ensure continuity of care and learning for the 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY460254
Local authority	Redbridge
Inspection number	922107
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
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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