

Inspection date	18/11/2013
Previous inspection date	12/04/2011

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 requires improvement

- Children grow in confidence because they feel valued by the childminder.
- The childminder has good relationships with children, which promotes their well-being.
- The childminder's toys and equipment are well organised, which enable children to make choices about their play.
- Children behave well because the childminder uses praise to promote positive behaviour.

It is not yet good because

- The childminder is unaware of the requirement to complete a progress check for children between two and three years of age.
- The childminder does not hold appropriate car insurance for transporting children.
- The childminder's methods are inconsistent in supporting the children to understand the importance of good personal hygiene.
- The childminder does not encourage parents to share their views about the care and education offered to their children.

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 interviewed the childminder.
- The inspector observed the childminder's interactions with the children.
- The inspector sampled documentation including children's information records, policies, training certificates and vehicle documentation.

Inspector

Jennifer Liverpool

Full report

Information about the setting

The childminder registered in 1996. She lives with her husband and adult daughter in a residential area of Harold Wood in the London Borough of Havering. Apart from the front room, all other areas of the ground floor are used for childminding. Children also have access to a bedroom and the bathroom on the first floor. A fully enclosed garden is available for outside play. The family has a cat.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for three children in the early years age group, of these, one attends before school only. The childminder also cares for children aged from seven to nine years before and after school and during the school holidays. The childminder has completed the Developing Childminding Practice (DCP) training course and she is a member of the Professional Association for Childcare and Early Years (PACEY).

What the setting needs to do to improve further

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

- take steps to ensure that the drivers and the vehicles used for transporting the children are appropriately insured
- develop an understanding of the progress check for two-year-olds and implement it by: a) reviewing children's progress to identify the children's strengths and any areas where their progress is less expected, and by b) providing parents with a short written summary of their child's development in the prime areas of learning.

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

- develop consistency in washing children's hands at routine times, including before snacks so that the children learn the importance of good personal hygiene
- encourage parents to share their views about the care and education their children receive.

Inspection judgements

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

The childminder regularly observes the children at play. She is able to demonstrate how children make progress over a period. The childminder keeps a record of what the children spend their time doing and the activities that they enjoy in a daily diary, which she shares with the children's parents. This helps to meet children's individual needs. However, she is unaware of the requirement to carry out the required progress check on children aged between two and three years and to provide their parents with a summary of the children's development. Therefore, she is unable to clearly identify to parents children's strengths and any areas where their development is less than expected in order to provide additional support.

The childminder knows the children's interests and provides an adequate range of toys and equipment that appeal to children. She sits with the children and joins in their play. The children enjoy the childminder's company and they ask her to help them to make a collage of stickers. The childminder asks the children questions to check their recognition of simple colours. She applauds the children when they name the correct colour, which encourages children to develop self confidence. The childminder also names other colours and helps the children to recognise toys in those colours. Children are beginning to show interest in shapes as they pick up puzzle pieces and attempt to fit these together. Consequently, the childminder's approach to supporting children's individual learning needs enables children to make sound progress in their learning and development.

The childminder sets up the room and places toys on low-level shelves or on table tops and the floor so that children can choose these easily and safely. This helps to promote children's self-help skills. The childminder helps children to develop relationships with others because she regularly takes them to the local toddler group. The children play alongside other children in small group situations and are starting to develop an awareness of others. Children play with dolls and look at books that show positive images of race and culture. They learn to accept the differences between people and begin to understand that families differ.

Children's communication and language skills are developing well. For example, young children are beginning to name objects, use talk to inform adults of what they are doing and to ask questions. Young children can accurately count, for example, to six and name numbers seven to nine at random. The childminder encourages children's creative and imaginative development through activities such as, drawing, making collage, singing and role play.

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

The childminder has a caring and responsive relationship with the children. However, weaknesses relating to the required progress check for two-year-olds and car insurance mean she is not promoting some aspects of children's well-being effectively. This does not have a considerable impact on children because, in practice, she assesses children's progress overall and provided other documents to show that the car is safe to drive. The childminder gives children lots of one-to-one attention, which enables them to feel secure and valued as individuals. Consequently, children are developing positive self-esteem,

which helps to prepare them emotionally for future learning.

The childminder is attentive to the children's individual needs as she regularly asks the children if they need a drink or a snack to eat before lunch time. The childminder liaises with parents about children's individual care needs. She undertakes regular checks to see if the children need to visit the toilet and attends to the children's personal care needs so that they feel comfortable. The childminder demonstrates how she sets consistent boundaries and makes expectation of behaviour clear for older children. This helps the children to understand the rules of the setting and why certain behaviour is not acceptable. The childminder helps younger children to develop social skills by encouraging them to share and take turns during activities. Children benefit from the praise and encouragement that they receive from the childminder and this helps to build their good behaviour and self-confidence.

The childminder provides children with a range of healthy and nutritious foods. For example, children eat a variety of seasonal and tropical fruits for snacks and they eat fresh vegetables, meat, rice and pasta dishes for lunch or tea. This helps children to develop healthy eating habits. The childminder regularly offers the children fresh drinking water in between meals, which helps to stop children from getting thirsty. The childminder follows daily hygiene routines, such as wiping down surfaces before use, washing her hands before preparing children foods and after nappy changing. This enables children to play in a suitably clean environment. However she is not always consistent in encouraging children to wash their hands when necessary, for example, before meals and snacks. This means children are not fully involved in learning about good hygiene routines. Children enjoy opportunities to take part in physical play outdoors and indoors. For example, children use tricycles and buggies, which help to develop their coordination. The childminder also provides children with small balls for rolling on the floor. The childminder explains how she supports older children learn how to keep themselves safe when going out on trips so that they understand the importance of road safety.

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

The childminder safeguards children appropriately overall because she has a sound knowledge of child protection issues and the procedures for reporting matters of concern. The childminder carries out regular risk assessments in the rooms used by the children to reduce potential hazards. She also regularly checks the garden to help ensure that the garden equipment is out of children's reach and the area is safe for children to use. The childminder holds a valid first aid certificate and keeps a fully stocked first aid box on the premises. This means that children can receive appropriate care should they sustain an injury.

The childminder generally keeps and maintains most relevant documentation for welfare of the children and the management of her setting. However, she does not hold appropriate insurance for transporting minded children in her car, which is a breach of welfare requirements. This does not have a significant impact on children as she ensures

she gains appropriate consent from parents to take children on outings in the car and has a valid driving license and MOT test certificate.

In the main, the childminder has a satisfactory knowledge and understanding of the learning and development requirements. For example the childminder observes the children to find out what they are interested in and she becomes involve in their play to support the children. However, she is unaware of the requirement to carry out a progress check review on children aged between two and three years and to provide their parents with a summary of the children's development. The childminder has appropriately addressed the recommendation set at the last inspection, which has resulted in the childminder using her knowledge of the children to plan a suitable range of activities to promote children's learning and development. The children are making sound progress because the childminder is aware of their learning potential. Overall, the childminder recognises the strengths in her practice and the areas to build on to improve the quality of care and learning for the children.

The childminder has a positive relationship with parents. She shares her policies with the parents at the start of their children's placement so that they become informed about the provision of care for their children. Parents also have access to an information board where they see information relating to childminding activities, such as, the childminder's registration and training certificates. The childminder gives daily feedback to parents about their child's day. She also completes a daily diary for parents about their children's food and drink intake, activities and the places that children have visited. This helps to meet children's needs, promote consistent care and enable parents to know how well their children are progressing. However, the childminder has not yet encouraged parents to share their views about the care and education that their child receives. In response to a recommendation set at the last inspection, the childminder demonstrates an understanding of developing partnerships with providers of other settings that the children attends to contribute to the children's 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	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	118862
Local authority	Havering
Inspection number	939975
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	12/04/2011
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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