

<b>Inspection date</b>	02/01/2014
Previous inspection date	04/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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## **The quality and standards of the early years provision**

### **This provision requires improvement**

- The childminder positively interact in children's play to help promote their language and communication skills.
- Children develop an ability to make choices of what to play with because they have safe and easy access to toys and resources.
- Children enjoy the experience of making marks because the childminder provides them with a range of opportunities to explore mark making.

### **It is not yet good because**

- The childminder does not keep a record of children's attendance and she is not able to make some relevant documentation available for inspection including information about some children and parental consent to take children on outings.
- The children's interests are not fully supported or extended in their play.
- The childminder do not always encourage parents to share their views about the service to help plan well for the future improvements of the setting.

## 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 held discussions with the childminder
  - The inspector observed the childminder's interaction with the children
- The inspector sampled documentation including children's records, observation and assessment records, the childminder's training certificates, written policies and accident records.

## Inspector

Jennifer Liverpool

## Full report

### Information about the setting

The childminder was registered in 1994. She lives with her husband in the London Borough of Barking and Dagenham. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register. She is currently minding four children in the early years age group, some of whom attend on a part time basis. She also cares for children aged over five years before and after school. The childminder walks to local schools to take and collect children. The childminder regularly takes children to local toddler groups and parks.

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

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

- provide a record of the following information for each child in their care: full name; date of birth; name and address of every parent and/or carer known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers
- provide evidence of written parental permission for all children to take part in outings
- keep and maintain a record of the children's hours of attendance

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

- develop the range of resources to include books and other visual aids to reflect and support children's interests
- obtain parents views about the service on offer to their children

## Inspection judgements

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

The childminder makes regular observations of the children during play. She records children's progress and uses her notes to assess children's abilities. This helps her to identify the children's stage of learning and development appropriately. In addition to this the childminder uses photographs to illustrate children's achievements. She also keeps samples of children's work, which shows how children's early writing skills have progressed over a period of time. The childminder has some awareness of the children's likes and their preference of toys through her observations and she uses her knowledge of this to plan some suitable activities for the children. However, she does not always successfully extend their interests to consistently promote their good progress. For example, some of the older children demonstrate their interests in dinosaurs and insects. However, the childminder has insufficient resources, such as, books or other visual aids to support their developing knowledge of pre-historic creatures and insects through play.

The children begin to make their own choices when selecting toys and equipment from low level shelves. They also demonstrate an ability to ask the childminder for help when needed, thus developing independence and self-confidence. This means that children are gaining necessary skills for their future learning. The childminder positively interacts with the children to support their learning. For example, she talks to the children about what they have done, such as when they make play people out of soft dough. This enables children to think about their work through discussion. The childminder supports younger children's communication and language skills by repeating the correct wording and expanding on children's attempts to communicate. The children enjoy making marks in their own way. This is because the childminder provides them with a range of opportunities to support their exploration of early writing using of pens and crayons and making marks in wet sand.

The childminder participates in children's play to develop their counting skills. For example, the childminder encourages children to count the number of skittles that have fallen down. Older children are beginning to use mathematical words in their conversation. They say that they have made wavy lines in their drawings and they ask to be the first to roll the ball towards the skittles. Children begin to show care and concern for others as they show younger children how to play ball games. For example, older children hold younger children's hands to help them roll the ball towards the skittles. This also means that children are developing sensitivity to the needs of others.

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

Children settle well because the childminder works together with parents to help with the children's settling-in arrangements. This helps to promote children's emotional wellbeing. The children develop positive relationships with each other because the childminder organises games, such as, skittles and other activities that encourage children to play together or alongside each other. Additionally, the childminder regularly takes children to local toddler groups, which helps to promote children's social development. The childminder is consistent in the ways in which she manages children's behaviour. For example, the childminder simply explains the consequences of children's actions to enable them to understand them understand why certain behaviour is not acceptable. The

children respond to requests for good behaviour. The childminder also recognises the signs when children are starting to become bored with an activity, and she appropriately intervenes to offer children a change of activities of their choice. This helps children to enjoy their play.

In the main, children receive nutritious snacks and lunches that cater to their dietary requirements. Children learn the importance of healthy living because the childminder's daily routines and explanation help them to understand that washing hands after visiting the toilet and before eating helps to reduce the spread of germs. Children benefit from daily opportunities for fresh air and physical play as they play in the garden. The childminder also takes children out on short walks or on visits to the local parks where children can use a range of large play equipment that supports their physical development. Children are learning how to keep themselves safe through gentle reminders to walk and not run indoors. She uses simple explanations to help them learn about road safety when out on trips. Children also learn to take responsibility to care for their environment as they help to tidy up the playroom before snack time.

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

The childminder has a sound knowledge of child protection issues and knows what to do if she has concerns about a child. This helps to promote the welfare of the children. The childminder carries out daily visual checks that enable her to identify potential hazards and minimise risks to children's safety indoors and outdoors. The childminder holds a valid paediatric first aid certificate and she keeps a fully stocked first aid box. This means that she can give children appropriate care if there is an accident. In the main, the childminder uses a range of policies to guide her daily practice and to support the wellbeing of the children. However, the childminder is unable to confirm that she has obtained relevant information about a child. This includes the emergency contact details for parents and also parental written consent for the child to take part in outings. In addition to this, the childminder is not able to produce evidence that she keeps a record of children's daily hours of attendance. These are breaches of the welfare requirements and the associated requirements of the Childcare Register. The childminder is required to take action to address these breaches.

The childminder generally reflects on her practice and has identified her strengths and some areas to improve on. However, she has not recently encouraged the parents to share their views about her service and for the future improvements of the setting. This means that improvements do not take into account the needs of all users. The childminder has attended a number of training courses in order to develop her knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. She also welcomes the support that she receives from the Early Years advisory team to support the children's learning and development. The childminder has appropriately addressed the recommendations raised at the last inspection. For example, she has put systems in place to encourage parents to take part in their child's observation assessments in order to help them contribute to their children's learning at home. The childminder develops positive

relationships with parents through regular informal discussions about children's care routines and daily activities. This helps to promote continuity of care for the children. The childminder is beginning to work in partnership with staff at other settings attended by the children to support the children's learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a record of the name, home address and date of birth of each child who is looked after on the premises (compulsory part of the Childcare Register)
- keep a daily record of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- keep a record of the name, home address and date of birth of each child who is looked after on the premises (voluntary part of the Childcare Register)

## 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

<b>Unique reference number</b>	504237
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	945755
<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>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	04/10/2011
<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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