

<b>Inspection date</b>	14/01/2014
Previous inspection date	13/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 promotes children's personal, social and emotional development well. This means children have developed strong relationships with the childminder, which promotes their sense of belonging and feeling safe.
- Children's learning and development is promoted through the broad range of activities provided in the childminder's home and from the regular use of early years venues in the community.
- The childminder uses an effective range of systems to assess children's learning development, which she uses to track progress and to plan activities for each child as an individual.
- The childminder promotes inclusion well and enables children to respect diversity.

### **It is not yet outstanding because**

- The childminder misses opportunities for children to extend on their independence skills.

## 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 interaction between the childminder and children, observing how she supports children's learning.
- The inspector explored through discussion and observation how the childminder safeguards and promotes the management of behaviour of children in her care.
- The inspector observed documentation maintained by the childminder to safeguard and promote the welfare of minded children, and discussed policies and procedures with the childminder.
- The inspector observed feedback provided by parents, the local authority, and additional systems used by the childminder for the purpose of reflective practice.
- The inspector observed all play resources available for minded children, equipment and areas of the premises used for minding.

## Inspector

Shaheen Belai

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and their three children, all aged above five years. The childminder's premises are situated in Shadwell, within the London Borough of Tower Hamlets. Children have access of the whole of the house. There is a garden for outdoor play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. The childminder is registered to work with an assistant. The childminder has one child in early years age range on roll, attending on a part-time basis. The childminder can take and collect children from the local school and nursery. The childminder lives within walking distance of under fives' venues, transport links 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 opportunities for promoting children's independence by providing appropriate props for children to carry out tasks independently, with particular regard to hand washing

## Inspection judgements

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

The childminder has a good understanding of the Statutory framework for the Early Years Foundation Stage. This is reflected in how she carefully observes children's development, tracks their progress and sets realistic targets to support children's individual development. To help her plan focused activities and free play, she studies the detailed information provided by parents, when children first start. This initiates the child's learning journey, which she supports with ongoing opportunities to explore all seven areas of learning. The childminder demonstrates a good understanding of child development, this is evident from the records she maintains on children's learning and the broad range of stimulating activities she provides. As a result, children make good progress in meeting the next steps in their learning and development and are well prepared for school. Her engagement with parents keeps them informed of how to help their child's learning at home and encourages them to contribute information about their progress. Children's developmental folders include information about children's progress, as well as evidence of their creative skills. The display of children's photographs and their creative pictures in the home shows their developing skills and their engagement in different activities. This also promotes their positive feelings of self-worth and self-esteem.

Children happily communicate with the childminder, who recognises their developing

language and effectively supports those with English as an additional language. She recognises as children learn to develop the skill of putting two and three words together, and develop new vocabulary. As a play partner, she reads to children from books. She provides expressive language and commentary as they play together. Children enjoy mark making opportunities to develop early writing skills. For example, they have good opportunities to draw freely and develop good control in handling a range of writing material. The home corner allows children to explore a range of toys to promote their imaginative skills. For example, children use the ethnic cooking pots and utensils, as they cook their imaginary dishes in the oven. The resources in the treasure basket enable young children to explore sounds, textures and develop their senses. Diversity and inclusion is promoted well through a quality range of books, posters, play resources and specially developed picture books by the childminder. Children enjoy looking through the books with photographs and pictures, relating to their own families and others. This promotes positive self-esteem and respect for others that are different. Children explore resources that allow them to operate different functions to create sounds and actions, such as interactive play materials. In addition, they operate keyboards to make music. This introduces children to early technology through play. The use of grading rings and puzzles encourage children to learn to solve problems and develop early mathematical skills. Children are able to see people and things beyond their environment, as the childminder takes children out daily within the community. For example, they enjoy walks in the local area, visits to under fives groups and the book library.

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

Children have strong bonds with the childminder and her assistant. They are happy to seek both out for attention, showing they trust them and use them as a secure base. Children sit close to the childminder to look at books together, or seek her out for reassurance and comfort. They like the cuddles and hugs they receive. Children rest according to their own needs. The childminder knows children well and understands their likes, dislikes and developing personalities. Children behave well and the positive approach of the childminder contributes to the calm atmosphere children play in. Children benefit from the close supervision and engagement the childminder provides. She ensures they are well occupied and receive high levels of her attention. She demonstrates a good understanding of using appropriate methods to manage children's behaviour according to their age and understanding. In addition, she positively acknowledges children's good behaviour and achievements. Children's independence is promoted effectively as they choose play materials and access additional resources from storage organised at low level. However, the childminder overlooks further opportunities to promote self-help skills, such as the task of hand washing.

Children have ample space to play and move freely in a clean and child friendly environment. They are able to play on the floor, at a low table or sit on the sofa. Play materials are set out at different levels in the main play area. Children are encouraged to use a range of tools and props to promote their physical development, such as the dolls' pushchair in the play area and construction materials. The childminder encourages children to develop good eating habits. She supervises children as they tuck into their

snacks and meals provided by parents. She also uses props, such as cushions shaped as fruit and vegetables to encourage children to name them. From an early age, children are encouraged to follow good hygiene routines because the childminder implements a routine of practices. For example, no shoes are worn in the sitting room as infants play mainly on the floor, and children wash their hands before handling food. The childminder teaches children about keeping safe. She reminds them not to walk on toys as they can cause a fall and includes children regularly in the fire drills, so they know what to do in an emergency.

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

The childminder has a good understanding of the learning and development, and welfare requirements to effectively promote children's overall well-being. The childminder conducts regular risk assessments to enable children to play in a safe and secure environment. The inspection was brought forward following concerns raised by an external agency regarding safeguarding and the management of the behaviour of her own children. Ofsted carried out an investigation and issued notices to improve. These required the childminder to attend a child protection training course and to implement a behaviour management policy. This inspection found that the childminder took prompt action to comply. For example, by seeking the support of her local authority coordinator, reflecting on her policies and procedures, and attending training in safeguarding. She has booked a behaviour management course in the near future to consolidate her knowledge. She demonstrates a good understanding of child protection issues, safeguarding children and the management of children's behaviour. These steps ensure she continues to meet requirements of registration.

The childminder has developed good partnerships with parents. She keeps them up-to-date about children's learning, development and general well-being through sharing observations, assessments and daily diary sheets. There are regular formal opportunities to meet with parents periodically to exchange information about children's progress, forward planning and look at their child's developmental records. The childminder and her assistant are trained in first aid; they work well as a team. Documentation is well organised by the childminder, accessible for inspection and includes all the required records. For example, the childminder has clear attendance records to reflect the hours children are in her care. The childminder is aware of the importance of working closely with external agencies to support children's individual needs. She recognises this promotes continuity of care through the regular exchange of information.

The childminder receives support from the local authority coordinator regularly in her home. She contributes to the local authority self-evaluation form periodically and benefits from visits from her coordinator. She also shares childcare practice with other childminders when she takes children to the local drop-in group. The childminder values these sessions, as they allow for her to raise queries and to be aware of any relevant changes and good practice issues. The childminder seeks the views of parents to gain feedback on aspects of her service. This was a previous recommendation that she has acted on to improve

outcomes for children. The childminder has also begun to use the Ofsted self-evaluation form to formally reflect on her practice. The childminder attends regular training, taking lead from her coordinator about courses that will benefit her and the children. These systems demonstrate the childminder's capacity to maintain continuous improvement.

### **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

<b>Unique reference number</b>	EY421727
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	946482
<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>	4
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/10/2011
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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