

Inspection date

Previous inspection date

30/01/2014

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

- Children are happy, settled and feel safe and secure in the care of the childminder and her welcoming home environment.
- Children's individual learning needs are supported well and they are encouraged through the provision of a wide range of learning activities to make good progress in their development.
- The childminder maintains good systems of communication with parents to ensure they are included and informed about their child's development.
- The childminder strives to develop her practice through gaining further qualification and to work towards accreditation from her local authority.

It is not yet outstanding because

- The childminder has started to build on the communication with other professionals involved in the care of children, to support continuity of care and learning, but this is in its early stages of partnership.
- There are fewer regular play and learning opportunities using the outdoors

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 children engaged in play activities, care routines, play materials, and home environment used for minding purposes.
- The inspector engaged with the childminder to explore how she organises the day for meeting children's care, learning and developmental needs.
- The inspector viewed a sample of records maintained by the childminder, as required to support the welfare of children in her care.
- The inspector viewed the systems the childminder uses to reflect on her practice and the feedback she seeks from parents.
- The inspector sampled the childminder's policies and procedures, which she shares with parents.

Inspector

Shaheen Belai

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and their two school aged children in Clayhall, within the London Borough of Redbridge. Children have access to the whole of the house. There is a 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 has three children in early years age range on roll, attending on a part-time basis. She also cares for older children. The childminder takes and collects children from the local school. 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:

- build the partnerships with other professionals sharing the care of children, to further promote continuity of children's care and learning.
- improve the planning to extend play and learning activities using the outdoors on a more regular basis

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 learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. This is evident as she plans and provides learning opportunities based on children's individual progress, by recognising their interests, their current learning stages, and through her forward planning. The childminder is skilled to gather a range of information from parents when children start. She finds out about children's current stage of development, their interests and any special needs they have. Children are interested and engaged in their play and are therefore supported in making good progress in relation to their starting points. The systems used to observe children, evaluate their achievements and identify their next steps for learning are robust. The childminder regularly keeps parents included in their child's developmental progress, which supports home to setting learning. She further supports continuity of children's development with other professionals. The childminder has started establishing links with others who share care of the children attending. The childminder undertakes observations and assessments of children's progress. For example, the progress check for children aged between two and three years of age. She ensures parents are included in the information recorded and children's planned next steps. A good

range of photographic evidence is used to support findings of children's development, as well as samples of children's creative work.

The childminder provides learning opportunities, which focus on all seven areas of learning. She adapts her resources and planning as children develop new interests. The childminder skilfully builds on children's play such as making a car out of large empty box. This allows children to explore using tools to decorate the car, talk about transport, and sing popular rhymes such as 'wheels on the bus' to promote their language. Children also talk about their own personal experiences, which further promotes their confidence and communication. The home corner offers children a range of props to cook, to take on roles and to take care of the dolls. They enjoy helping to set up activities, such as emptying paint into trays, selecting their own brushes and selecting different tools when playing with play dough. Children can see pictures on toy storage boxes, which support them in self-selection and making choices. The childminder is a good listener and uses questions carefully. For example, she gives children plenty of time to put their responses together when asked a question. She promotes the learning of new words to build on children's vocabulary, such as using descriptive language to compare, and recognise shape and size. Children show good levels of independence as they move from one activity to another. The childminder offers both focused planned activities and free play to provide children with a wider range of learning. Children welcome the input of the childminder to support their learning and be a play partner.

Children play outdoors and go out to community groups to offer them additional outdoor play opportunities. However, not all children benefit from a broader range of outdoor activities to enhance their learning skills. The childminder provides younger children with a range of interactive, cause and effect resources. She promotes early mark making and writing skills because she provides children with a range of tools and older children have opportunities to learn the letters of their names. Children explore natural resources, such as the use of conkers in the home corner. Musical instruments allow children to use their own idea of rhythm and creating sound, such as using a drum or the shakers created by the childminder. The childminder offers a varied range of quality furniture so that children can sit and play comfortably, dine and rest safely. For example, she provides children with low-level furniture, and easy access to play materials at children's sight and height. There is a developing range of resources to promote positive images. This provides children with an insight to explore the diversity, similarities and difference.

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

Children benefit from the approachable and caring attitude of the childminder. They happily seek her for reassurance and comfort. This contributes to the trusting relationships the childminder has with children, allowing them to feel safe and secure. Children develop good levels of independence because the childminder provides consistent reminders of how to keep safe. Children are therefore able to talk about the implications of their actions, such as what happens if they do not sit safely on the chair. Children learn about developing positive self-esteem and understanding their boundaries. The childminder uses a good range of words to praise children on their behaviour and achievements. This

means that children are confident and understand the childminder's expectations.

The childminder offers children good opportunities to promote a healthy lifestyle. Children benefit from a healthy and balanced diet, which the childminder provides and makes into a sociable activity. For example, children choose their own fruit, are encouraged to peel and portion for themselves. The childminder plans meals to offer variety and support a healthy outlook to eating. In supporting the partnership with parents who provide their own meals, she keeps them informed of their child's eating habits. The childminder engages children in shopping activities and cooking activities. Children therefore learn about how food is produced and prepared. The garden provides children with space to move freely, and resources to develop a range of large physical skills. Children therefore benefit from fresh air and exercise.

Children develop a good range of skills that help them to be aware of the importance of good hygiene practices. For example, children know why they have to wear an apron when doing messy play, and the need to wash hands before handling food. Children are developing self-help skills, such as feeding themselves. They are cared for in very clean and well-maintained premises.

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

Effective arrangements are in place to safeguard children. The childminder has a good understanding of safeguarding procedures and her responsibilities to protect children. She has easy access to contact details of professional agencies should she require these. The childminder provides parents with access to documents to verify her and household adults suitability, records details of all visitors to the home when minding and ensures she carries out daily risk assessments. These good practices contribute to safeguarding children. The childminder holds a current first aid qualification, and follows correct procedures to address any accidents. All required documentation is in place to support children's welfare and safeguard them. This includes attendance records for children, documentation for recording accidents and medication administered.

Parents understand the necessity to exchange relevant information with the childminder as and when needed. The childminder gathers essential information to give her a starting point to build on children's individual planning of learning needs. Daily communication verbally and in the sharing of the daily diary, is the basis of communication. In addition, the childminder also uses the phone to send messages and photos to parents. She adheres to her camera use policy, and ensures confidentiality and addresses data protection. This contributes further to safeguarding children. The regular use of parental questionnaires allows the childminder to gain feedback on the service she provides. The childminder provides parents with a range of policies and procedures, which they discuss in full on children's admission. The childminder adheres to these policies and therefore these procedures contribute to children's overall welfare. Regular meetings keep parents included and informed about their child's overall care. The childminder demonstrates a good understanding of supporting children to move onto school. This helps them to

become confident and be prepared in changes in the next stage in their learning journey.

The childminder receives regular visits from her local authority advisor, ensuring she keeps up-to-date with relevant matters and improving standards. The childminder has completed a level three diploma in childcare practice since registration. She is currently working with her local authority towards gaining accreditation to become an accredited network childminder for her local authority. The childminder demonstrates her commitment to her ongoing improvement. Effective self-evaluation allows the childminder to identify her strengths and any weakness in her service. Her commitment to make improvements has a positive impact on children's overall well-being.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY461929
Local authority	Redbridge
Inspection number	921174
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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