

<b>Inspection date</b>	05/02/2014
Previous inspection date	15/04/2009

<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's caring attitude enables children to feel happy, settle easily and enjoy learning through play.
- The childminder has strong relationships with parents, which helps to support continuity of children's care routines, learning and development.
- The childminder uses observations and assessment well to monitor children's progress in relation to their starting points.
- The childminder helps children to understand the importance of leading healthy lifestyles through good hygiene routines and by providing healthy, balanced meals and snacks.
- The childminder has a robust understanding of safeguarding and keeping children safe.

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

- The childminder does not always allow children enough time to fully think their ideas through and make connections between different parts of their life experiences.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the childminder playing with the children.
- The inspector spoke to the childminder and took account of the views of the parents through written references.
- The inspector sampled safeguarding policies and procedures and risk assessment documentation.
- The inspector looked at children's observations, assessments and learning journals.

## Inspector

Sue Mann

## Full report

### Information about the setting

The childminder registered in 1997. She lives with her husband and adult sons in a residential area of East Ham in the London Borough of Newham. There is a fully enclosed garden for outside play.

The childminder currently has two children attending who are in the early years age range. The childminder offers full or part-time care, including before, during and after school, and in the school holidays. The childminder is registered on the Early Years Register and compulsory part of the Childcare Register. The childminder walks to local schools to take and collect children. The childminder attends local community groups. The family have a pet dog.

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

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

- further develop children's communication and language skills by allowing them time to make connections between different parts of their life experiences and to think about their responses to questions.

## Inspection judgements

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

The childminder uses her good knowledge of the Early Years Foundation Stage to help children enjoy learning through purposeful play. The childminder gathers information about children's starting points through 'All about me' and child records, which she asks the parents to complete at the start of each new care arrangement. The childminder regularly observes children playing to see what their current interests are and to identify their stages of learning and development. This information enables her to plan interesting and relevant activities and experiences. Therefore, children enjoy learning through play and make consistently good progress in relation to their starting points. The childminder understands the importance of the progress check for two-year-old children and has all the necessary guidance to support her in completing the checks.

The childminder has a wide selection of toys and resources, which she stores in her 'toy room'. She accompanies children up to this 'Aladdin's cave' and allows them to choose what they would like to play with. This helps children to develop confidence in making choices and supports their emerging interests well. The childminder uses effective questioning techniques to help children develop their speaking and listening skills. However, sometimes the childminder does not always allow children enough time to think their answers through and make connections between different parts of their life

experiences. For example, sometimes the childminder asks children what colour they think the various blocks are and provides the answer before they have had time to think about the possible answer. Children enjoy a range of messy and creative play. The childminder provides pens, pencils and paper daily, which effectively encourage children to develop their early writing skills. Children enjoy drawing shapes, squiggles and lines on the paper. The childminder provides a 'water drawing mat', which provides children with an alternative way to create and experiment with mark making. She sits down with the children and shows them how to use the stamps, brushes and stencils to create their own pictures. Children happily draw alongside her, enjoying the closeness and attention. This effectively helps to develop children's creative and social skills.

The childminder helps children to learn the skills they will need when they start school. She uses electronic toys to help them learn about the sounds letters make. This helps children to begin to learn how to sound out the letters in their name. Children enjoy trying to match the correct sound with the correct letter, particularly when they receive a sound of acknowledgement from the toy when it is right. This helps to develop children's communication and language skills well and they learn to listen and respond. Children enjoy developing their physical skills and the childminder ensures that they have plenty of opportunities during their daily routines. For example, she encourages children to wash their own hands before eating and to feed themselves using child size forks and spoons.

The childminder promotes children's understanding of diversity through a good range of resources and books. She includes relevant celebrations into children's days through discussions and activities, such as trying different foods. This helps children to learn about other cultures and customs. Resources, which help children to understand disability, are available. For example, play people depicting various disabilities, teach children to respect and understand others.

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

The childminder has good relationships with the children she cares for. She is attentive to their needs and knows each of the children well. In addition, parents provide a range of information on child record forms, which enables the childminder to continue children's care routines. Children freely approach the childminder for reassurance or support, holding out their arms to have a cuddle. The childminder responds to them with warm, loving and consistent care. Consequently, children develop confidence in building relationships, which supports their personal, social and emotional development well.

The childminder helps children to develop a good understanding of the importance of leading healthy lifestyles. She provides healthy, balanced nutritious meals and snacks, which include lots of fruit and vegetables. All children are able to have a drink of fresh water when they become thirsty and the childminder ensures that their cups and beakers are within easy reach. This helps to support children's concentration levels. Children learn the importance of good personal hygiene routines. For example, the childminder ensures that they wash their hands prior to eating and after playing in the garden. This helps to maintain children's good health and minimises the risk of cross infection.

The childminder ensures that children are able to play outside every day. She has a stimulating range of toys and equipment in her garden and makes good use of local amenities to provide alternative physical play experiences. For example, the childminder has some sit and ride toys and cars in her garden, which help children to develop co-ordination skills. She uses local parks and play centres to develop children's physical skills further, where children can use their hands and feet to climb larger play equipment.

Children behave well, because the childminder helps them to learn how to manage their own behaviour. She models good social manners, such as using 'please' and 'thank you' when talking to the children, which helps them to learn to be polite. Children learn to share and take turns and the childminder talks to them about being kind to others and sharing toys. In addition, she uses lots of praise when talking to the children, which encourages their good behaviour. This helps children to develop strong social skills.

The childminder has good links with the local schools and nurseries. These links enable her to take children to their new setting and explore from the security of her care. Consequently, children become familiar with their new environment and adults, which effectively helps their move into the next stage of their learning and development.

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

The childminder has a strong understanding of the safeguarding and welfare requirements of the Statutory Framework For the Early Years Foundation Stage. She has completed safeguarding training and has appropriate safeguarding policies and procedures in place should she have any concerns about children in her care. Comprehensive risk assessments and daily visual checks work well to identify and minimise any hazards to children. Consequently, children are able to play to enjoy playing in a warm, safe and clean environment.

The childminder works well with the parents. They write letters of appreciation, which show that they are happy with the care their children receive. The childminder keeps well presented children's learning journals, which she shares with the parents. She encourages them to write comments in the learning journals, which helps her to understand what children do at home. This enables the childminder and parents to work together to support their children's learning and development. Consequently, children make good progress and are ready for the next stage in their education.

The childminder uses reflective practice to evaluate the educational experiences and care routines that she provides for the children. She has a clear commitment to improving her practices and regularly attends training courses to further her professional development. She has plans to develop children's understanding of the world around them through growing plants, such as fruit and vegetables in her garden. This will enable children to learn about how to care for plants and understand the conditions they need to produce fruit or vegetables. The childminder actively seeks parents' views on her setting through

verbal feedback and the use of questionnaires. In addition, she talks and observes the children to find out what they enjoy and what they would like to do. This helps her to formulate concise plans to improve the educational programmes and promote children's learning and development.

The childminder has good links with local childminders and external professionals who she meets at childminder drop in meetings and at the local Sure Start centre. This enables her to seek support or guidance should she have any concerns about her practice or a child in her care.

### **The Childcare Register**

The requirements for the compulsory 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>	132659
<b>Local authority</b>	Newham
<b>Inspection number</b>	846384
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/04/2009
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

