

Inspection date

Previous inspection date

28/02/2014

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

- The childminder develops good partnership with parents and families through regular communication and involvement in their child's progress.
- All children make good progress with communication and language. Children with English as an additional language are particularly well supported to make rapid progress with their spoken English.
- Cultural diversity is respected and the parents, families and children are central to the ethos of the childminder.

It is not yet outstanding because

- The childminder does not always make observations of children across all areas of learning inside and outdoors to fully support her assessment of their learning.

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 spent the majority of the inspection time tracking and observing children.
- The inspector spoke with a parent and received their feedback.
- The inspector sampled the childminder's documents, including policies, children's records, planning and her self-evaluation form.
- The inspector had discussions with the childminder and observed her interactions with children.

Inspector

Dawn McCarthy

Full report

Information about the setting

The childminder registered in 2011. She lives in a maisonette with her teenage son in the London Borough of Tower Hamlets, within easy walking distance of shops, parks, library and an urban farm. The downstairs living room/play room, hallway, toilet and a small outside area are used for childminding. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age group. She attends a local group in the community.

What the setting needs to do to improve further

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

- strengthen the observations of children's activities and play experiences to include all areas of learning, indoors and outside to fully support the assessment of children's all round progress.

Inspection judgements

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

Children are making good progress in their learning and development. This is because the childminder has a good understanding of the learning and development requirements. She seeks a wide range of information from parents to help her plan an effective settling-in procedure, such as what comforts them when they are upset and key words in their home language. This partnership is ongoing, encouraging parents to comment and contribute their views which enables the childminder to consistently meet children's care and learning needs.

The childminder knows the children in her care very well and plans for each child using observations with photographs to identify the progress and level of support they need. She has a good understanding of the importance of observational assessment for planning to meet individual next steps in learning and development. However, her observations are not always made consistently across all areas of learning, inside and outdoors. The children are reaching the expected level of development. She works well with parents to ensure they are both supporting their children's development, with children's home languages encouraged. This supports continuity of care for the children.

The childminder provides an environment that allows and encourages children to choose the things they want to play with from easy access storage. For instance, children know where to find the materials they need to do some sticking and find these independently. The resources provided are for all areas of learning, although space determines how the

larger equipment can be used.

The childminder plans challenging yet fun, interesting activities and experiences for children in all areas of the Early Years Foundation Stage. This successfully aids children to move forward in their learning. A 'letters and sounds' activity involves children taking turns to choose a letter from a container with their eyes closed to feel the shape before looking to confirm their thoughts. The children thoroughly enjoy naming and ink stamping the letters, asking the childminder to let them carry on playing the game. The childminder's quality of teaching is good. This is because she provides a wide range of activities and experiences that are responsive to children's individual interests and supports them to begin to try new challenges. As children in the childminder's care have English as an additional language, she ensures communication and language is at the heart of everything children do with her. Consequently, their language skills and spoken English have made very good progress, which is a real strength of the childminder's practice.

Children enjoy music and dancing and to support this interest, the childminder encourages them to take the lead in choosing the music and the accompanying dance. For example, children enjoy demonstrating the gestures and movements that match the words of their favourite song and correcting any mistakes by the childminder. As the outside space at the childminder's home is quite small, the children have regular opportunities to explore outside. For example, they have opportunities to going on outings to the local urban farm to feed the animals and to use the large play equipment on offer at a park. Additionally, sometimes the childminder clears away everything else in the indoor play space to allow more room for large physical play. These activities help to promote children's ongoing physical development.

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

The childminder demonstrates a commitment to building secure, trusting relationships with children. This helps the children to settle easily and be confident in their interactions with her and each other. The childminder is warm and caring, which contributes to children feeling safe and secure and they are very settled and happy in her care. Children are well-behaved as a result of the positive example set by the childminder and the ways she supports them to understand their feelings and behaviour. On the days where children attend together, the childminder supports them to play together to develop an understanding of one another's needs. Children are comforted and reassured by the genuine concern of the childminder and this helps them feel safe and secure. For example, when children say they have a sore leg from dancing, this is given prompt attention by the childminder and an examination to which their response is that it immediately feels better.

The childminder has a good understanding of keeping children safe in the home and the local environment and talks about safety with the children. This enables the children to begin to learn how to keep themselves safe. All the areas of the home used for minding and all play resources are clean and safe. For example, the childminder installs safety gates at the kitchen door and bottom of the stairs to prevent children's unsupervised access. The childminder has written risk assessments in place for her home and the

outings she undertakes with the children to help ensure their safety.

Children are developing a healthy attitude to life. They enjoy regular trips in the local community and take part in physical exercise. They eat freshly prepared food that includes dietary options from their home culture as the childminder discusses the food parents provide for their children with them. They sometimes grow their own food to cook and enjoy making choices about their food and help in the preparation. In this way the childminder helps them to understand the importance of healthy eating. Children take responsibility their own personal needs, such as independently accessing a drink of water when they choose. Children are developing their understanding of hygiene by washing and drying their hands. They are confident to lead on this routine, stating when they need to wash her hands in the bathroom because they are dirty. This leads to an examination of the adult's hands, which she washes at children's suggestion. In addition, tissues are easily available for children to access routinely, which further promotes their understanding of good hygiene.

The children spend their time in purposeful activities that the childminder carefully selects to meet their interests and that keep them interested and engaged in their learning. Children enjoy visiting places in the local community and joining in with story-time sessions at the local library to enhance the learning and development they enjoy at the childminder's home.

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

The childminder has all the required records and documentation to support children's welfare and well-being. She has a comprehensive range of policies and procedures with a secure understanding of them all. The childminder has a good knowledge of safeguarding and protecting children and knows what to do if she sees signs that indicate a concern. She is knowledgeable in how to protect the children in her care and clearly understands the reporting procedures, keeping important contact details close to hand.

The childminder plans an educational programme to include a wide range of activities for children. As a result, children's play includes a varied range of learning experiences to help them make progress. The childminder has a clear understanding of the progress check for two-year-old children and the importance of regular assessment to ensure she is meeting the children's individual needs.

The childminder uses effective self-evaluation processes to reflect on her weaknesses and strengths. For instance, she reviews her training regularly to keep up to date with new developments with the local authority. This also means the childminder keeps up to date with training, for example in safeguarding and paediatric first aid. Parent questionnaires also help the childminder to reflect on her practice for the benefit of children. The childminder also identifies how children benefit from her service, the progress they are making and how happy they are with her.

An effective relationship with parents supports the continuity of children's care and welfare. She shares daily information with them through verbal feedback and written assessments. Parents feel they are supported well by the childminder and their children have been making positive progress since they started in her care, especially in their acquisition of spoken English. The childminder promotes equality and meets the diverse needs of children and their families well by respecting their cultures, opinions and languages. This means children's well-being and self-esteem is high on her agenda, which enables them to make good progress in their learning and development. The childminder is aware of working alongside other professionals and settings involved in the children's care, if the need arises. She also works closely with her local authority childminder coordinator. The childminder has completed a course to gain an early years qualification at level 3. This demonstrates a focused commitment to improving quality through professional development and contributes to her self-evaluation.

The childminder has built strong relationships and partnership working with parents. She communicates daily and engages the parents to play a vital role in their child's care and learning. The childminder provides parents with regular access to their child's developmental records, which include written information based on observations, photographs to reflect children's development and samples of their work. Feedback gained from parents is positive. Parent comments include that they are very happy with how their child's speaking has improved and that their child is eating better at home. In addition, the childminder makes sure she provides parents with copies of a full range of her policies and procedures to help them be aware of her role and responsibilities. The childminder consults with parents on aspects of safeguarding their child, such as consent from them to use a camera with the children for observation and for going on outings. Additionally, she provides parents with information about how to contact Ofsted if they need to.

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	EY422063
Local authority	Tower Hamlets
Inspection number	904775
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
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.

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