

<b>Inspection date</b>	06/03/2014
Previous inspection date	20/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 have developed good bonds with the childminder and they are well settled.
- Effective observations and assessments are in place to support children's individual needs and learning.
- The childminder support children's communication and language skills well through everyday routines.
- The childminder demonstrates a good understanding of child's interests, and as a result provides role play resources to support their imagination.
- Strong partnerships are in place with parents to support children's care.

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

- Overall, partnerships with parents are good. However, there fewer opportunities for parents to contribute to children's on-going assessment records.
- There are fewer opportunities for children to develop and understanding of life cycles to support their understanding of some aspects of growth and living things.

## 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 the childminder and children during their play.
- The inspector sampled documents including children's development records, policies and procedures.
- The inspector had ongoing discussions with the childminder regarding her practice.
- The inspector discussed the childminder's self-evaluation.

## Inspector

Shawleene Campbell

## Full report

### Information about the setting

The childminder registered in 2012. She lives with her husband and two children. The family live in a residential area of Hornchurch within the London Borough of Havering. The ground floor back room is used for childminding and there is an enclosed garden available for outdoor play.

The childminder is minding one child in the early years age group full-time. The childminder also cares for children from over five years to eight years before and after school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children. The family has a pet cat.

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

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

- enhance opportunities for parents to contribute to children's ongoing assessment records to support their learning and development
- develop opportunities for children to learn about some aspects of life cycles to support their understanding of the environment.

## Inspection judgements

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

Children show that they are happy in their environment. Children merrily sing while playing with the toys on offer. Resources are readily accessible enabling children to make choices about their play. The childminder follows children's lead well, and as a result they enjoy making her cups of tea and mango juice while playing with the tea set and kettle. Children show a keen interest in engaging in activities that allow them to act out real life situations, which supports their imagination. Children spend time playing with dolls and placing them to sit next to the childminder, and carrying them in their toy portable car seat. Children's artwork are displayed in the home enabling them to feel proud. Children take pleasure showing adults their artwork, and describing what they have done, for example sticking.

From the outset the childminder works closely with parents to obtain useful information about children's starting points. This means she is able to effectively build on what children already know and promote continuity of care. This is supported by the undertaking of a 'snap shot' observation within children's first couple of weeks settling in.

The childminder makes good use of her observation and assessments to support children's learning. She sets realistic targets to challenge children's next steps in learning well, which are suitable for children's age and stage of development.

The childminder shows an interest in children's individual needs and backgrounds, and plans a range of celebrations so that children learn about their own culture and those of others. Children use some mathematical words randomly. They count from one to two while playing with figures, and attempt to count up to ten while playing with toy money. Children enjoy playing with small world toys and putting together a train track around them. They describe their track as triangle. However, there are fewer opportunities for children to learn about some aspects of life cycles and growth to support their learning.

The childminder support children's communication and language skills well. She asks children good open-ended questions so that they think and express themselves in meaningful ways. For example, children enjoy naming various animals while playing with a picture abacus. Children use short sentences confidently to express their wants and needs, for example asking for two pink chairs to place their dolls on. The childminder spends time reading books to children to support their early interest in printed material. To ensure story time is a fun experience the childminder uses hand puppets. Children benefit from making early marks by using chalks on the patio and painting activities. Consequently, children draw recognisable shapes of mummy and daddy.

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

Children are happily and settled. They enjoy spending time and playing with the childminder. This demonstrates that close and good bonds are built. She engages in children's play at their level, which allows them to be valued. Additionally, this effectively promotes children's learning and development. While playing with role play toys children enjoy pretending to wash the childminder with a toy soap. The childminder supports children's independent skills well. Children choose what they would like to play with enabling them to support their own interests. Overall, the childminder makes effective use of undertaking the two-year-olds' assessment to support children's future learning.

The childminder follows good hygiene practices to prevent the spread of cross infection. Children are familiar with the routine of day. They automatically place their changing mat on the floor and lay on top of it. The childminder ensures this everyday routine is fun by inflating rubber gloves, and then children attempt to copy her by blowing into their glove. In addition while wearing one rubber glove children make an effort to put a nappy on their doll. This support children's learning to act out real life situations.

The childminder promotes children's well-being well by ensuring they take part in regular outdoor play. Children visit local parks to feed the ducks and play on fixed large equipment, for example the swings. Children go out on trips to their local library where they take part in craft activities. The childminder provides a varied range of meals and snacks to enable children to develop an understanding of foods that are good for them, for example an assortment of fruits. Children are well behaved. Prior to playing with other

toys they politely ask the childminder "can I take this out please". The childminder consistently acknowledges children's efforts and achievements by ensuring they are praised, which encourages children to learn right from wrong. Children are well supervised during the day so that they are able to play safely. The childminder teaches children how to be safe while out on outings by reinforcing road safety awareness.

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

Children are safe in their environment because the childminder demonstrates a good understanding of safeguarding issues and procedures. The childminder maintains relevant documentation well to promote children's well-being. She demonstrates a good understanding of the learning, development and safeguarding requirements. This means she promotes good outcomes for children. Children are cared for in an environment that has sufficient safety measures in place to promote their well-being. The childminder undertakes daily visual risk assessments of the home and children's resources to ensure they are safe.

The childminder demonstrates a good capacity to maintain continuous improvement. Since the last inspection she has completed relevant local authority courses. The childminder ensures essential developmental records are in place, for example an 'all about me' initial assessment record. Additionally, effective observations and assessments including children's two years progress check are maintained to support their learning. Children now take part in a range of art and craft activities to support their sensory skills and creativity. Overall, parents share information about what children can do and their routines to promote continuity of care and learning. However, there are fewer opportunities for parents to contribute to children's on-going assessment records. The childminder plans celebrations that are special events in children's lives, and there are positive images displayed in the home. There are processes in place for self-evaluation. Consequently, the childminder is working toward completing the refurbishment of the garden, attending a level 3 childcare course and planning outings further afield.

The childminder has developed strong relationships with parents. She values parent's views about the care and service provided through formal questionnaires. In the main she receives positive responses, and as a result of feedback the childminder plans to reintroduce taking children to community groups to support their interactions with others and aid transitions to school. The childminder maintains a good flow of two-way communication with parents so that they are kept informed of children's progress and general well-being, for example a daily diary, children's two year assessment record and discussions.

### **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>	EY445023
<b>Local authority</b>	Havering
<b>Inspection number</b>	912952
<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>	5
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/03/2013
<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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