

Inspection date	10/01/2014
Previous inspection date	11/02/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder implements policies and procedures within the daily routine that helps to promote the well-being of the children.
- The childminder becomes involved in children's play at appropriate times to help sustain their interest and support their play and learning.
- Children are helped to develop their curiosity and explore new experiences because the childminder provides them with a range of toys that encourage them to discover how things work.
- The childminder provides a number of experiences for children to develop their counting skills and understanding of weight and measurements in everyday situations.

It is not yet good because

- Young children have fewer opportunities to paint, handle malleable materials and take part in pretend play in order to develop their creativity and imagination.
- The childminder is not always consistent in helping young children to adopt good hygiene practice.
- Children have fewer opportunities to play with toys and equipment that represent positive images of disability and gender, to widen their understanding of diversity.
- The childminder does not encourage parents to express their views about the provision in order to use as part of her self-evaluation.

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 interviewed the childminder.
- The inspector observed the childminder's interaction with the children.
The inspector sampled documentation, including children's information records,
- observation and assessments records, the childminder's training certificates, written policies and the attendance record book.

Inspector

Jennifer Liverpool

Full report

Information about the setting

The childminder registered in 2005. She lives with her partner and two school age children in Woodford Green, within the London Borough of Redbridge. The whole of the ground floor of the childminder's house, which consists of a through lounge and a conservatory, is available for childminding. Children also have access to the fourth bedroom on the first floor for sleep and rest. An enclosed garden is available for outdoor play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is currently caring for one child in the early years age group. The childminder also provides care for older children after school and can do school drop-offs and collections within the local area.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the educational programme for expressive, arts and design by providing opportunities for children to express their creative ideas through drawing, painting and exploring natural materials, and by developing the range of role play equipment to enable young children to use familiar resources that reflect real life and enable them to explore make-believe play.

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

- support young children to learn the importance of good personal hygiene through washing their hands before meals and at other routine times
- extend the range of resources to reflect positive images of race and disability to develop children's understanding of diversity
- encourage parents to share their views about the care and education their child receives.

Inspection judgements

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

The childminder is developing her knowledge of the Early Years Foundation Stage learning and development requirements. In response to the action raised at the last inspection, the childminder now observes and records children's achievements to monitor and support their development and learning. The childminder is careful to note children's abilities and identifies the next steps in their development, which she uses to provide suitable activities to help children progress. Although the area for expressive arts and design was identified for improvement at the last inspection, the childminder has not fully addressed this aspect of learning, particularly for the younger children. For example, older children have access to a suitable range of writing tools and materials to draw and create their own ideas. Older children now have opportunities to use small world toys and dressing-up clothes to act out real life experiences. They also make their own design when using toppings on their pizzas during cooking activities. All children enjoy playing with musical instruments that enable them to explore and listen to range of sounds. However, young children have insufficient opportunities to experience applying paint or writing and to use familiar objects to participate in pretend play. This aspect of children's development is not fully encouraged, thus hindering their ability to fully express their creativity and develop their imagination.

The childminder is aware of each child's background and needs from the information she obtains from parents at the start of children's placements. Consequently, children are developing a sense of self as their needs are met and acknowledged. Children also develop an ability to explore and try things out because the childminder places toys in areas where children have safe and easy access. However, children have insufficient resources and opportunities to develop an understanding of diversity because few resources reflect positive images of disability and males and females in non-stereotypical roles. The childminder enjoys the children's company and she involves herself in their play to help support the children's development. For example, she sits on the floor at children's level and warmly interacts with them, which supports their language and communication skills. The childminder talks and uses actions to strengthen young children's understanding. She also gives a running commentary of what she is doing when carrying out routine care, such as feeding children and changing their nappies. This helps to develop children's listening skills and vocabulary. Consequently, young children are starting to use single words and actions to greet and wave goodbye to other adults.

Since the last inspection the childminder has improved the range of resources and activities to support children's counting skills and their understanding of numbers and measurements. The childminder supports children's understanding of measurements during cooking activities. For example, children learn to use a measuring jug to check the amount of water or milk that they need to add to their ingredients. Children's counting skills are encouraged as they count the number of sweetcorn pieces on their pizzas. They also use their observation to compare the size of their pizzas. Through activities such as these, children are acquiring necessary skills for their future learning.

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

Children are content and settle quickly in the childminder's care because she works with their parents to plan settling arrangements tailored to children's needs. Young children look towards the childminder for reassurance when they experience a different situation or change in their routine, such as when authorised visitors are on the premises. Children approach the childminder for cuddles. This means that they have developed trustful relationships with the childminder and this enables them to feel safe and secure. Children's self-esteem and confidence is developing in response to the encouragement and praise they receive from the childminder. She helps children to be aware of how to stay safe when practising the fire drill so that they learn to evacuate the premises quickly in the event of an emergency. The childminder provides children with an appropriate range of furniture, equipment and toys for their age and stage of development.

In the main, children's health is appropriately promoted. The childminder offers children fresh fruits and vegetables for snacks, thus enabling them to develop healthy eating practice. She also provides children with opportunities to take part in cooking activities where they learn about foods that are good to eat. Children have daily opportunities to play outdoors or visit the local parks, where they use a range of play equipment that supports their physical skills. Children know to remove their outdoor shoes when coming indoors. Older children automatically wash their hands before meals and after visiting the toilet. The childminder wipes down table top surfaces before preparing children's meals and she also washes her hands after nappy changes to reduce the risk of cross infection. The childminder cleans young children's hands after they have eaten; however, at times she does not clean young children's hands before meal times so that they learn the importance of good personal hygiene.

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

The children's welfare is appropriately promoted. Since the last inspection, the childminder has attended child protection and safeguarding training to develop her knowledge of protecting children from harm. The childminder is now clear about the different signs and symptoms of abuse and she knows what action to take if she is concerned about a child's well-being. The childminder carries out visual safety checks in the home and she keeps a record of the risk assessment for indoors and outings to help ensure children's safety when playing and on visits. The childminder keeps and maintains all required documentation for the safe management of the children and the provision. For example, she keeps an accurate record of children's attendance, valid vehicle documentation and obtains parents' written consent prior to taking children out on trips.

The childminder has made sound improvements to the process for observation and assessments, most aspects of the educational programme, the provision for healthy meals and partnership with parents. As a result of these improvements, the childminder is supporting children to make steady progress in most aspects of their learning and development. Children now eat healthier snacks and the childminder's growing partnership with the children's parents promotes continuity of their care. The childminder has responded to most of the previous actions set at the last inspection, though opportunities

for young children to develop and express their creativity has not been fully addressed. In spite of this, there is no significant impact on the children's learning and development because they are supported to acquire skills in other areas of learning and are making sound progress overall. The childminder has attended a number of training courses to update her knowledge of childcare. She evaluates her practice to identify areas to improve upon. Along with the improvements she has made since her last inspection, this demonstrates her capacity for sustaining continuous improvement.

The childminder has developed positive relationships with parents. She informs parents of their child's daily routines, activities and visits to toddler groups and outdoor play facilities. This helps to promote consistency of care for children. The childminder also talk to parents about their children's achievements and shares records of children's observational assessment so that parents are informed of the progress their children make. However, the childminder does not encourage parents to share their views about the service in order to help her consider other ways to develop or improve the quality of the provision for children. The childminder is aware of the need to develop partnerships with other providers, if children attend other settings, to promote the continuity of children's learning.

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	EY316354
Local authority	Redbridge
Inspection number	907499
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	11/02/2013
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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