

Inspection date

16/05/2014

Previous inspection date

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's learning is sensitively promoted through play and structured activities. This is supported by the childminder's good understanding of the Early Years Foundation Stage and child development.
- Children are happy and content as they make strong attachments and good relationships with the childminder, her family and each other.
- The childminder has a good knowledge of safeguarding and there are effective measures in place to protect children.
- The childminder has good organisational skills, which ensures that parents are kept well informed about their children's progress and development.

It is not yet outstanding because

- Children do not have opportunities at meal times to practise sitting at a table to help prepare them for the next stage of learning such as starting school.
- There are no displays of children's work or photos of themselves and their families to help them to gain a sense of belonging.

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 activities in the childminder's home.
 - The inspector spoke with the childminder.
 - The inspector took account of parents' views by speaking with them on the day.
- The inspector sampled policies and procedures, staff suitability records, risk assessments, daily communication, children's development records and other relevant documentation.

Inspector

Jennifer Forbes

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two school-aged children in a house in Beckton in the London Borough of Newham. The ground floor, an upstairs bedroom and bathroom are used for childminding and there is an enclosed garden for outside play.

The childminder walks to the local school to take and collect children. She attends the local children's groups, soft play centre and takes children to the library and the park. She has regular contact with other local childminders and local authority development staff.

The childminder operates from Monday to Friday from 8am until 6pm all year round. There is currently one child attending in the early years age group and two school aged children. The childminder supports children who are learning to speak English as an additional language.

What the setting needs to do to improve further

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

- provide children with the opportunity to learn good table manners and hygienic practices during mealtimes
- make provision for the display of children's creative work and photographs to help children to feel welcome and valued and give them a sense of belonging.

Inspection judgements

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

The childminder has a good knowledge of the seven areas of learning of the Early Years Foundation Stage and understands how children learn. The childminder ensures that she understands children's starting points by discussing them with parents during the initial settling-in period. She observes young children daily to capture exciting changes in their development. The childminder uses her observations to assess and plan for the next steps in children's learning. She records these details electronically to help her to track children's progress against developmental guidelines and she regularly shares them with parents. She includes photographic and video evidence of the activities and experiences children enjoy for parents to see. The childminder works closely with parents and shares ideas and activities that parents can do at home to support their children's learning.

There is a good balance of child-initiated and adult-led play based activities. Children enthusiastically make choices over their play and learning, as the childminder asks them what they would like to do next. She provides children with a range of interesting activities and experiences to stimulate their curiosity and they are eager to learn. Children's communication and language is promoted as the childminder constantly engages children in conversation. She plays games and sings songs with children to maintain their concentration and extend their vocabulary. The childminder supports children who are learning to speak English as an additional language. She uses a little sign language she has learned and asks parents to provide words she can use with the children to aid communication. The childminder makes up stories and keeps children enthralled as they wait to find out what happens next. She asks open-ended questions when reading story books to encourage thinking skills.

Children's physical skills develop as they play in the garden with a variety of toys and on larger equipment in the nearby park or soft play centre. The childminder understands that children must take risks in order to learn and she provides a safe environment for them to practise their physical skills. The childminder follows children's interests and understands their likes and dislikes. Her planning is flexible to meet children's changing needs and circumstances. She provides appropriate activities that offer challenge suitable for the children's age and stage of development. The childminder introduces simple mathematics as she sings counting rhymes and talks about colours and shapes. She teaches young children the days of the week and months of the year helping them to understand sequence. These activities support children to be well prepared for the next stage in their learning and school.

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

The childminder provides a safe and welcoming environment where children feel secure and protected. Their behaviour demonstrates that they feel settled and content. Children form close, positive relationships with the childminder and her family. They demonstrate a strong sense of security because the childminder works closely with their parents to ensure they receive continuity in their care and learning. Children are safe because the childminder carries out daily risk assessments of the childcare environment and on outings. External doors are kept locked when children are in the setting and all visitors' identification is checked. Fire drills are practised to ensure children understand and remember what to do should an emergency occur. Children learn to keep themselves safe as the childminder reminds them to sit still when they are eating.

The childminder provides a healthy, nutritious diet for the children and toddlers are encouraged to feed themselves to learn skills of independence. However, children do not have the opportunity to sit at a table for meals to learn the good dining skills they will need for the future. The childminder understands that children with special dietary needs and allergies must be protected from foods that could harm them. The childminder encourages independence by providing children with opportunities to try things for themselves. They learn to put on their own shoes and manage their own personal care needs appropriate to their age and stage of development. Nappy changing is discreet and

hygienic and the childminder ensures that children remain comfortable. The childminder takes children out regularly for fresh air and exercise. Children spend time socialising with other adults and children on a regular basis when they attend the library and children's centre and this supports their personal, social and emotional development.

Children participate in planting and growing activities in the garden and cooking activities indoors. The childminder plans appropriate activities, which encourage the children to explore different cultural festivals and customs, which helps them to learn respect for others. However, there are no photographs of children and their families or examples of children's work displayed in the setting to help children feel valued and to give them a feeling of belonging. Older children are patient and caring to the younger ones and they learn to share and take turns. Children are emotionally well prepared for school when they interact with older children and learn about the school environment on their daily journey to collect them.

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

The childminder has a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She understands how children learn. She regularly evaluates the activities she provides to ensure they meet children's individual needs. She understands that the progress check at age two must be completed when children reach the appropriate age. She keeps records of children's development and care needs in a communications file on her computer that she shares daily with parents. The childminder's computer is password protected so that no one other than herself and the parents have access to the information. The childminder works closely in partnership with parents and provides them with information to support their children's learning at home. Parents are encouraged to give regular feedback on the service the childminder provides.

Parents speak highly of the care given to their children and say they are confident that their children are safe and happy. They praise her for the kindness and affection she shows to the children. Parents are asked to take home a doll with their child and write down the things they do together with the doll over the weekend. This helps the childminder to link events at home with the activities she provides in the setting. The childminder asks parents to complete a questionnaire giving their views on her service. The childminder takes account of the views of parents and children when compiling her self-evaluation. She has clear plans for future improvements to the setting and is keen to develop her knowledge and practice. The childminder has completed a childcare qualification at level 2 and has plans to continue to achieve a higher level. She has completed all the necessary mandatory training, including paediatric first aid.

The childminder has effective policies and procedures and a secure understanding of safeguarding and child protection. Her safeguarding policy includes a policy for the use of mobile phones and cameras in the setting. She reviews her policies regularly and shares them with parents. The childminder is well organised and she maintains up-to-date records that ensure that any information needed is readily accessible, and confidentially

stored. The childminder has links to a variety of professionals, should she need to seek support for a child or signpost parents for appropriate guidance. The childminder exchanges information with other settings the children attend to share good practice and ensure continuity of 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	EY462091
Local authority	Newham
Inspection number	940126
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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