

Inspection date

28/05/2014

Previous inspection date

06/12/2013

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 has developed positive relationships with children enabling them to develop a sound sense of belonging.
- Children are steadily making progress in their learning and development because the childminder knows children well and plans for their progression.
- The childminder has developed sound relationships with parents to promote continuity in children's care and learning.
- The childminder demonstrates a positive understanding for developing the care and learning provided for children, and her professional development, through attending training.

It is not yet good because

- The childminder does not always plan activities during times of change to maintain children's interest.
- There are limited opportunities for children to interact with others from different social and cultural backgrounds so that they develop good personal and social skills in readiness for school.
- The childminder does not fully plan outdoor experiences to extend children's experiences, exploration and 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 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 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

S Campbell

Full report

Information about the setting

The childminder registered in 2012. She lives with her husband in a residential area of Dagenham within the London Borough of Barking and Dagenham. The whole of the ground floor and two bedrooms are used for childminding. There is an enclosed garden available for outdoor play.

The childminder is caring for six children in the early years age group on a full-time basis. The childminder supports children who are learning English as an additional language. The childminder works with an assistant and provides care from 6.30am to 6.30pm. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder receives support from the local authority.

What the setting needs to do to improve further

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

- develop the programme for personal, social and emotional development so that children have regular opportunities to socialise with other children and adults from a wide range of social and cultural backgrounds

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

- extend the use of outdoor experiences so that children can explore, play and learn about the environment and community
- develop the routine of the day so that children are engaged in activities at all times to support their learning.

Inspection judgements

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

Children show that they have developed a positive sense belonging because they are at ease and comfortable in their environment. The childminder supports children who are learning English as an additional language generally well. She communicates with children using English alongside children's home language. Children say some English words clearly, which demonstrate that children are developing sound foundations to support the development of English. During the day children sing the alphabet song and say single words unaided while looking at animal books, for example, they point to a picture and say

'snake'. Suitable resources are provided so that children use language in meaningful ways. Children pretend to communicate with their mums while playing with a toy telephone, for example.

The childminder gathers information about children's starting points, enabling her to build on what children already know. Children's learning and development is monitored through the use of appropriate observation and assessment records. Children's next steps in learning are documented and realistic targets are made to help support children's communication and language skills, including their progress in all areas of learning. Through discussion with parents and secure observations, the childminder plans activities and supports individual children's learning and interests. Children observe a snail on their way to the childminder's home and, to extend children's interests, the childminder spends time with children to find snails in the garden. However, children do not have regular opportunities to explore their local environment to extend their learning and to meet a wide range of people in the community. This limits opportunities for them to play and socialise with other children and adults in order to help them prepare fully for school.

Children benefit from early drawing and writing activities while playing with the chalk board and painting. Children enjoy looking at simple picture books with their friends to support their developing communication skills in English and interest in printed material. Through practical routines, children learn some number words, for example, as they count cars together. The childminder has begun to use additional mathematical language to support children's learning, for example, 'more' and 'big'. Children's problem solving skills are supported and they take pleasure completing basic puzzles without the assistance of the childminder. Additionally, shape sorters are used to introduce children to various shapes. Children enjoy playing with small world toys and imitate the sound of emergency services vehicles while playing with cars. Children learn about growth and changes while taking part in growing activities, for example, planting petunias, tulips and gladioli. Children's imagination is developing generally well. This is because while playing with construction toy trains they make connections to personal experiences, for example, they talk about trains that commute from England to France.

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

Children relate to their peers, the childminder's assistant and the childminder positively. During the day children laugh as her assistant picks them up, swings them, and then places children on her shoulder. However, children do not always engage and interact with people and their peers from varying backgrounds to support their personal and social skills further. This is because the childminder does not take them out in the local community to meet, play with and socialise with other children and adults at, for example, toddler groups and local parks. This reduces opportunities for children to develop their social skills with other children in readiness for school. The childminder has established relationships with parents to ensure that she is informed of children's individual needs. Children are interested in the activities on offer. However, at times the change of routine is not effectively planned so that children are engaged at all times. As a result, children show some signs of boredom for very short periods and, for example, find it difficult to share

toys with their friends. Nevertheless, children are generally well behaved and the childminder uses appropriate methods to manage children's unwanted behaviour. This helps children to develop a sound understanding of right from wrong.

Through practical routines, children's independent skills are supported. Children benefit from making decisions about what they would like to eat at snack times. The childminder encourages children to wash their hands with some assistance and with the use of appropriate equipment, for example, a step stool. Children's learning is extended because the childminder talks to children about how this helps prevent the spread of germs. Children enjoy the picnic-style snack time with their friends. Mealtimes are a social occasion where children share information about meals that they like, for example, meatball soup. Overall, children learn positive attitudes towards healthy eating and the importance of foods that are good for them. The childminder provides fresh home-cooked meals and talks to children about how vegetables make them 'big and strong' and as a result, children respond the food is 'delicious'.

Children take part in daily outdoor play to support their physical development as they have access to a suitable range of outdoor equipment. However, there are few opportunities for children to extend their learning within the community and local environment. Children explore a range of movements, and use their imagination and creativity while taking part in the morning gymnastics, which consists of dancing to music and imitating various animal movements. For example, children crawl like a bear, jump like a rabbit, hop like a frog and wiggle like a fish. Children learn to keep themselves safe because they regularly practise fire drills.

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

The childminder is aware of her role in safeguarding children to promote their welfare. She has obtained useful information about child protection issues, enabling her to act in children's best interest in the event of concerns. There are appropriate safety measures in place to promote children's well-being. The childminder has implemented processes for visitors to sign in and out, which ensures children's safety. Additionally, while children rest they are closely monitored to promote their well-being.

Since the last inspection the childminder communicates with children in both their home language and English to support their developing communication and language skills. This helps children to reach a suitable standard of English and helps give them some of the skills they will need in preparation for school. She is able to assess children's communication, language and literacy skills in English by using appropriate guidance to support her findings. Additionally, there are secure processes in place to obtain information about children's starting points and she uses this information to plan children's next steps in learning. The childminder demonstrates a sound understanding of the Early Years Foundation Stage to support the safeguarding and welfare, and learning and development requirements. Children receive appropriate supervision during the day and the adult to child ratios are maintained to promote children's well-being. Risk assessments

are in place to minimise any potential hazards.

The childminder demonstrates a commitment to undertake self-evaluation to support children care, learning and welfare. Consequently, the childminder receives support from her local authority and wishes to attend training to enhance her knowledge and practice. The childminder has proven that positive links are established parents. The children attending the childminder's setting are from varying neighbouring authorities and despite the childminder's recent move she has provided consistency in children's care. This promotes generally sound partnership working. The childminder mains a steady flow of two way communication with parents. Parent meetings are held regularly to share children's developmental records and to discuss how parents can contribute to children's learning at home.

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

Unique reference number	EY439130
Local authority	Barking & Dagenham
Inspection number	963459
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	06/12/2013
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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