

Inspection date

Previous inspection date

03/06/2014

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

- Children have formed strong relationships with the childminder, other children attending, and the childminder's own family.
- Children are making good levels of progress in their learning. They are engaged interested, and occupied in a variety of learning experiences.
- The childminder works very closely with parents to keep them informed and included to ensure she supports children's individual needs.
- The childminder provides a safe and secure environment, which allows children to play safely.

It is not yet outstanding because

- The learning opportunities in the outdoor area do not extend to offer a range of sensory resources for children to explore to support learning about the natural environment.
- Children have no opportunities to see themselves as they dress up in costumes, as they take on different roles and characters.

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 interaction between the childminder and the children.
- The inspector observed children playing, dining and resting in the childminder's home.
- The inspector looked at documentation in place as required and a range of the policies and procedures.
- The inspector looked at written feedback provided by parents for the inspection.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

Inspector

Shaheen Belai

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and their three young children. They live in Harold Hill, within the London Borough of Havering. Children have access to the whole of the home, except the main bedroom. There is an outdoor area for play. The family has a pet cat and chickens.

The childminder is registered on the Early Years Register, and both part the compulsory and voluntary parts of Childcare Register. The childminder has three children in the early year's age range on roll, who attend on a part-time basis. She also cares for older children before and after-school. The childminder takes and collects children from Pyrgo Primary School. The childminder lives within walking distance of various early year's venues, the local book library, and park.

What the setting needs to do to improve further

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

- develop further opportunities for sensory exploration, by including a range of natural resources for children's use in the outdoor area
- provide mirrors to allow children to see themselves when dressed up in the costumes provided, to explore their own reflections.

Inspection judgements

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

The childminder demonstrates a good understanding of the requirements of the Early Years Foundation Stage. She reflects this knowledge in her daily practice. The childminder settles children in her care, taking time to gain relevant information from parents. She uses this information to plan and provide stimulating learning experiences. Children benefit from a broad range of well-planned activities; they have access to a good range of quality play resources. The childminder carefully selects resources to reflect each child's individual development and interests. The childminder promotes children's learning as she confidently uses effective systems to assess their development and uses these to plan for children's future progress. The childminder makes good use of ongoing observations to contribute to regular assessments. She plans and delivers themed activities to support children's learning. The childminder ensures that activities relating to the themed projects reflect development in all seven areas of learning. As a result, children are eager, engaged, and develop a positive approach to learning. Parents are encouraged to participate and contribute on a daily basis about their child's learning, development,

developing interests, and future learning.

Children spend long periods engaged in interesting adult-led activities and free play. They learn to play alongside other children with high levels of engagement from the childminder. This ensures she gives children plenty of attention, can quickly adapt activities to ensure all ages can participate, and support children as they initiate activities of their own. Children show a strong sense of belonging and trust with the childminder, as they welcome her as a play partner. She guides children's play to help them make progress in their learning.

The childminder supports children in their language development, she engages children in conversation with a sense of purpose and they enjoy singing rhymes. The childminder provides strong support for children learning English as an additional language. She uses a good range of words in the children's home language. In addition, to broaden her vocabulary further in the child's home language she learns further words and phrases from the internet. This supports children to learn English. The cosy book area created is accessible for children to explore, and promotes their interest in early reading. In addition, the childminder takes children to the local library for specific sessions to promote their language development, and interest in books.

Children are encouraged to play at their own pace and introduce their own ideas. For example, when the childminder gives them large empty boxes they make trains to sit and ride on and to hide inside. The childminder helps children to solve problems with a good range of puzzle, colour matching and sorting activities.

The childminder teaches children to value the differences in each other and the wider community around them. For example, they celebrate different festivals and have a range of books that reflects different aspects of diversity. Children really enjoy dressing up, with the range of props the childminder provides for them. However, children have no mirror to look at themselves and fully appreciate what they look like with the costumes they select to wear. Children play the piano with gusto, as they all enjoy exploring the sounds that they create. The childminder supports them to recognise the high and low keys, promoting their sense of rhythm.

The childminder plans for various daily outdoor activities. The children are busy with gardening activities to grow food from seeds. They go on scavenger hunts to explore mini beasts. The childminder takes children to visit the local forest area and farms to offer learning in different environments. Children become aware of the relevance of recycling as they help the childminder to put food waste in the compost bin, and collect eggs from the chicken coop. The childminder uses the garden very well as part of a stimulating environment for physical activities. However, the childminder is yet to organise broader learning opportunities about the natural world and introduce outdoor sensory play.

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

The childminder is warm, caring and attentive of the children. This allows children to feel safe and secure, as they welcome her with hugs and cuddles. The childminder uses positive and age appropriate strategies to support children to learn right from wrong in their behaviour. For example, she is consistent with supporting young children to learn to share and take turns. Her positive approach means children make a point to remind her when they do share. Children accept the positive praise and clear explanations from the childminder. This helps children to understand the implications of their actions and learn to play in harmony. The childminder promotes children's safety by undertaking daily risk assessments and gives reminders to the children, teaching them how to keep safe. For example, the use of safety gates at specific points of the home.

The childminder teaches children a good range of skills to help promote their understanding of effective personal and general hygiene. For example, they know the routine to wash their hands before eating and to clean the table before setting a place to eat. Children demonstrate good skills in handling cutlery and feed themselves at their own pace. Children benefit from the childminder's provision of a healthy and balanced diet, which caters for those with a special dietary need too. The childminder engages children in cooking activities, and growing food that they nurture and eat. This allows children's to develop a healthy approach to the food they eat. The childminder settles children to rest according to their individual needs or parental wishes. She ensures they are comfortable, and have their comforters with them, which help them feel safe and secure. The childminder plans a good range of daily activities outside in the fresh air, which provide challenges to support children's physical well-being. For example, children enjoy splashing in the puddles in the rain and gardening activities.

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

The childminder demonstrates good knowledge of the requirements for promoting children's well-being and welfare. For example, she knows the procedures to follow should she have concerns about a child's welfare. Records and documentation are well organised and contribute to children's welfare and well-being. The childminder takes children's safety seriously; she identifies potential risks and uses a range of safety equipment in the home. The childminder holds an appropriate first aid qualification and understands how to manage minor accidents and injuries to children efficiently. The childminder promotes children's health is further as she has a good understanding of the procedures to follow should a child require medication.

The childminder works very well in partnership with parents. There are effective systems to keep parents informed on daily basis. These systems allow parents to receive updated information whilst they are at work and the childminder provides detailed information via the children's developmental records. The childminder shares and makes parents aware of the policies and procedures so they are aware of her role and responsibilities. The feedback from parents at inspection is highly positive. They praise the warm and caring approach of the childminder and her positive interaction with their children. Parents express how pleased they are with the learning opportunities children receive and how the

childminder involves them in their children's learning. The childminder is aware of the value to work in partnership with other agencies, to support children's moves to other settings when the need arises.

The childminder evaluates her practice to make improvements to her service and therefore improve outcomes for children. She has a good knowledge of the learning and development requirements, making effective use of assessment to help children to make progress. She has identified further training to attend and areas of her service to improve. For example, to further improve the outdoor area so children can explore and learn more about the natural environment in which they live.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY468956
Local authority	Havering
Inspection number	943180
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
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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