

**Inspection date**

02/06/2014

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 thoroughly enjoy their time with the childminder. They take part in a wide range of activities to develop their skills and growing curiosity.
- The childminder has a secure knowledge of how children learn and plans activities that are purposeful and effectively support all areas of learning.
- Children settle easily and quickly within this welcoming, safe and motivating environment. They demonstrate a good sense of security and confidence because of the warm relationships created by the childminder.
- Children's progress is accurately assessed and their learning records are comprehensive. They show a clear picture of children's steady progress while in the childminder's care.

**It is not yet outstanding because**

- The childminder misses opportunities to further engage parents to contribute to children's learning journeys to support their learning and development at home.

## 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 teaching and learning activities and spoke to the childminder and children at appropriate times during the inspection.
- The inspector spoke to parents.
- The inspector looked at the children's learning journeys, assessment documentation and a selection of policies and children's records.

## Inspector

Sharon Henry

## Full report

### Information about the setting

The childminder registered in 2014. She co- minds from her co-minders premises on the Isle of Dogs, within the London Borough of Tower Hamlets . The whole of the home is used for childminding purposes. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for three children in the early years age range.

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

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

- extend opportunities for parents to share information about their child's learning and development at home.

## 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 all areas of learning and provides a wide range of activities that promote children's development effectively. She clearly understands the importance of focusing on the prime areas to meet children's individual needs. Other areas of learning are also included, which ensures children receive a broad and balanced range of activities and experiences. The childminder plans effectively for children's individual needs and carries out regular observations. These go into the children's learning journeys, which also includes photographs. The childminder has clear systems to support her to carry out the progress check for two year old children. She shares the progress check with parents and they work together to plan for children's next steps in their learning and development. This partnership working enables parents to be fully involved in their child's learning and supports children as they make the move to pre-school or school.

Children's language skills are developing as the childminder engages them in conversations. She encourages them to communicate effectively and is skilful in offering support when needed. She extends their language and gets children to think as she talks about where they have taken their babies for a walk and what they plan to do next. The childminder ensures that there is a balance of adult-led and child-initiated activities throughout the day. She encourages children to concentrate and persevere in their learning and this helps to prepare them for when they start to attend nursery or school.

Children enjoy themselves and have fun as they play with the childminder. Mathematical development is successfully promoted through play. For example, at story time they learn about big and small as they point to the large frog and comment that is big like a melon

and then look at the smallest frog in the world. The childminder uses this opportunity to extend children's vocabulary as she talks to them about the smallest frog being one centimetre and then shows them with her fingers how small that is.

Displays show children participate in a range of activities that promote their expressive arts and designs skills as they create self portraits using paper plates. Children enjoy playing with small world resources such as animals. They spontaneously sing songs about animals, such as lambs as they play with the corresponding lamb model. Their physical skills are enhanced as they play with trains. They carefully move the train along the track, going over the bridge and through the tunnel, making the sound of the train as they play.

The childminder supports children to develop their understanding of the world. She takes account of children's different backgrounds and cultural beliefs. The childminder takes children to the local toddler groups, where they are able to join in with relevant celebrations and customs. This helps children to develop an awareness of diversity and be respectful of other cultures.

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

Children develop good self-esteem and form secure emotional attachments to the childminder. She effectively promotes children's well-being and independence as she allows children time to investigate on their own, but knows when to offer help to support them. The childminder gives a high priority to the safety of children. She carries out effective risk assessments to minimise any hazards to help to ensure children can explore safely. The emergency procedures are practised and recorded. This helps children to learn what to do in the event of an emergency. The childminder promotes children's understanding of risk during the day. For example, children are encouraged to tidy up toys so that they don't trip over them and to sit properly at snack time.

Children are starting to understand simple health and hygiene practices because the childminder implements appropriate routines, for example, hand washing. They are well nourished as the childminder provides children with a balance of healthy home-cooked meals and snacks. Meal and snack times are a very social occasion for children as they sit together to a small table and chat to each other and the childminder. She supports them to learn appropriate table manners and through her discussions enables them to enjoy the foods they eat.

Children are very well settled and secure in the childminder's care. She builds warm and affectionate relationships and is continually alongside children to support them as they play. Children have regular access to fresh air as they play out in the enclosed rear garden or visit the park for further physical challenges. The childminder also takes the younger children to the local parent and toddler group so they can socialise with a wider range of children and adults. This helps the children to develop their confidence and social skills for their eventual move to school.

Children indicate they feel safe as they are happy to leave the childminder's side to

explore and turn to her for help when required. The childminder manages children's behaviour effectively. Consequently, they behave well and are responsive to the childminder's interventions which encourages them to share resources and take turns.

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

The childminder fulfils her responsibilities in meeting all the safeguarding and welfare, learning and development requirements. She demonstrates a good understanding of safeguarding issues and knows the action to take if she has any concerns about children's safety and welfare. She updates her knowledge in this area by attending regular training. The childminder ensures that parents are aware of the policies and procedures which support her practice.

The childminder works well with her colleagues to ensure children's needs are effectively met in welcoming and stimulating surroundings. She ensures her minded children have good support to help them make consistent progress in relation to their starting points. Activities are fun and rewarding. The childminder manages each child's routines well, so they feel secure and enjoy themselves. Parents' feedback shows they appreciate the quality of the childminder's provision for their children and are reassured by her regular feedback about their child's activities, routines and achievements. However, there is scope to improve the opportunities to have an ongoing dialogue with parents about observations. This would enable the childminder to use this shared knowledge and understanding to help plan to support what children need to learn next.

The childminder has begun the process of self-evaluation. This has helped her to reflect on the educational programmes and her provision overall. The childminder is keen to further develop her knowledge and skills and has plans to attend training courses to support this. She has had support from her local authority development worker, which has helped her to develop her understanding of the Early Years Foundation Stage and prepare for her inspection. Consequently, the childminder is showing a good capacity to maintain continuous improvement, which promotes positive outcomes for all children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY471980
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	956186
<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>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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