

**Inspection date**

23/06/2014

Previous inspection date

Not Applicable

**The quality and standards of the early years provision**

**This inspection:**

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

**The quality and standards of the early years provision**

**This provision is outstanding**

- The childminder has a thorough understanding of the Early Years Foundation Stage and an exceptional understanding of the way that children learn. As a result, children are making excellent progress in their learning and development.
- The childminder develops highly effective communication with parents, which ensures that children's learning needs are identified from the beginning and are supported throughout their time at the setting. This means that all children's needs are successfully met to the highest possible standard.
- Children's safety and security are of paramount importance to the childminder. She carries out comprehensive risk assessments of the children's play environment inside and outside of the setting. This ensures that children are extremely well protected at all times.
- The childminder is committed to continually developing her service. She effectively monitors the professional development of her assistants and herself. She is proactive in seeking training courses to enhance their knowledge and skills. As a result, she is able to provide a rich and varied programme of experiences for children in all areas of learning.
- Children who are learning to speak English and other languages are exceptionally well supported by this skilful and dedicated childminder who also uses sign language and her superb knowledge of English to develop their excellent communication and language skills.

## 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 children engaged in activities indoors and outdoors.
- The inspector spoke with the childminder, an assistant and children.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of parents' views by speaking to them and reading comments and feedback.
- The inspector sampled policies and procedures, risk assessments, attendance records, children's development records and other relevant documentation.

## Inspector

Jennifer Forbes

## Full report

### Information about the setting

The childminder registered in 2013. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her school aged daughter in Hainault within the London Borough of Redbridge. The whole of the house is used for childminding, apart from the master bedroom, and there is an enclosed garden for outside play. The childminder walks to the local school to take and collect children. She attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder works with two assistants, one of who works part-time, and she offers overnight and weekend care. The childminder provides childcare from Monday to Friday from 7am to 7pm, all year round, except for two weeks in the summer and one week at Christmas. There are currently nine children attending in the early years age group who attend for a variety of sessions. The childminder supports children who are learning to speak English as an additional language. She has a rabbit and a hamster as pets.

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

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

- provide more opportunities for all children to serve their own food to continue to develop their already outstanding skills in independence.

## Inspection judgements

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

The childminder has an expert knowledge of the requirements of the Early Years Foundation Stage and her practice is inspirational. She has an exceptional understanding of the way that children learn. She provides highly effective activities and experiences to extend their learning in all seven areas, indoors and outdoors. She carries out highly successful observations and assessments of the children, which complement the information gained from parents regarding their children's starting points. This ensures that children make exceptional progress from the beginning of their time in the setting. The childminder involves parents in all aspects of children's learning and development through regular review meetings and daily communication. She provides daily diary sheets giving details of what their children have achieved that day. She summarises children's development every three months and encourages parents to contribute their feedback. She seeks parents' support to continue their children's development at home by offering ideas for activities to ensure continuity in their learning. The childminder produces dedicated and interesting learning journals for all the children in her care and the next steps in their development are clearly defined. She supports children's assessments by the use of tracking documentation that competently identifies how children are developing.

The childminder uses these, together with her excellent understanding of their interests, to inform her planning. The childminder ensures that children's identified next steps and interests are promoted in all the activities she offers by regular evaluation and analysis.

The childminder has high expectations of children in her care and she provides an extremely imaginative and exciting variety of activities and experiences. These are supported by an extensive range of excellent high quality and stimulating resources. Children enthusiastically make choices over their play and learning in the exceptionally imaginative outdoor learning environment. There is a vast array of superb play opportunities for children to choose from. For example, children choose to prepare an imaginary meal in the mud kitchen or plant and tend vegetables or dig and search for bugs. They imagine they can fly to the moon in a fantasy space rocket made from boxes. They pretend to go camping and light imaginary fires in the spacious and imaginatively resourced tent. The garden is large and provides many and varied opportunities for children's physical development. They exercise their larger muscles on a tree swing and clamber up the hill and over obstacles and hone their finer physical skills playing with a variety of sand and water activities. They engage in painting and making imaginative creations with sticking activities and dough.

The childminder sets exceptionally high standards for herself and her assistants, which ensure a consistent approach to their work with the children. The childminder constantly engages children in conversation and asks open-ended questions to stimulate their thinking skills and feed their curiosity. Children's communication and language development is extremely well supported as she takes every opportunity to introduce new vocabulary. The childminder speaks to the children in two languages and she uses sign language to complement these. Therefore, she supports children exceptionally well who are learning to speak English as an additional language. She provides books in the languages of the children attending. She displays words in a variety of languages around the house and garden to help children to identify objects and activities. The childminder promotes the use of letters and sounds from an early age, and sings songs in a variety of languages, which improves children's speaking and listening skills. This also supports children who are moving on to school and prepares them well for the future.

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

Children form exceedingly close, positive relationships with the childminder and her assistants. 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 and are quickly settled. They run eagerly into the setting bubbling with excitement because they know they are going to have fun. Parents say that their children are so happy to come and so sad to leave. They demonstrate by their behaviour that they feel safe and are confident to move freely around the setting. Children enjoy the security of routines and the flexibility to choose where and with whom and what they want to play. They enthusiastically make choices over their play and learning indoors, as they confidently select story bags and settle down on the carpet as the childminder begins the story. Children interact with stories told by the childminder as they choose laminated pictures as

props to support the tale. Babies explore treasure baskets and play with musical instruments with the older children. This supports their developing personal, social and emotional skills. Babies and younger children are taken upstairs to sleep in a cosy loft room with comfortable beds and an assistant reads to them as they doze off to sleep. The childminder frequently checks on sleeping babies and toddlers and she uses a monitor to ensure she hears every sound.

Imaginatively presented photograph albums of the children and their families decorate the walls, which gives them a sense of belonging. Children's photographs and examples of their art work can be found on display around the house and garden and this helps children to feel a sense of pride in their achievements and they feel at ease in the setting. The childminder displays positive images of children from a variety and range of backgrounds in the house and garden. This ensures that children understand and value those who are different from themselves. The childminder and her assistants are excellent role models for the children as they lead by example, teaching good manners and setting boundaries. They expertly manage any negative behaviour in a calm and positive manner, with regular praise and encouragement. They often reward stickers for exceptional behaviour and achievement. This boosts children's self-esteem and encourages further positive behaviour. They expertly promote children's health through regularly daily exercise in the amazingly imaginative garden. They also take outings in the local community and tend vegetables on the childminder's allotment. Children are able to eat, and sometimes cook, the vegetables grown on the allotment. They provide fruit for snacks and display photographs of the food children will eat that day in the hallway for parents and children to see. They learn to eat healthily as the childminder provides a nourishing hot meal every day. Children learn skills in independence as they help to tidy up and set the table for lunch. Older children serve themselves but younger children do not yet have this opportunity to develop this additional skill. The childminder encourages children to wash their hands regularly and they use individual towels for drying, which prevents the spread of infection. The childminder and her assistants explain the importance of washing their hands after playing or using the bathroom and before eating.

Children are safe in the childminder's care as she and her assistants are vigilant. They learn to keep themselves safe as they follow instructions and listen as the childminder explains some risks they may face. For example, as they clamber into the car on an imaginary journey to a camping holiday, the childminder reminds them that the car door must remain shut at all times and they must never touch it. They use the car to represent real life in imaginary play, they wash it, pretend to fill it with petrol and pump up the tyres. This teaches children a sense of responsibility for their own safety and develops their imagination and thinking skills. The childminder ensures that the children experience a superb variety of high-quality experiences and activities to extend their learning in all areas throughout the day. The childminder ensures the safety of her premises by the use of closed circuit television at the entrance to the premises. She keeps lock all doors and gates that lead to the outside. The childminder uses robust risk assessments to ensure that the environment where children play is kept free from hazards. She practises fire drills regularly to ensure that all children and adults know what to do should an emergency occur. The childminder thoroughly understands the importance of preparing children well for their next stages in learning. She supports their move to other settings by arranging visits, introducing children and helping them to interact with new people. The

childminder uses role play and stories to help children feel comfortable about the changes ahead.

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

The childminder has an in-depth knowledge and understanding of the requirements of the Early Years Foundation Stage and is extremely well organised. She regularly undertakes written observations of children as they play and assesses their development. She expertly tracks children's progress and plans for the next steps in their learning and development, taking into account their interests and contributions from parents and other professionals. She works closely with other settings children attend to ensure there is continuity across all settings and at home. She documents children's learning extremely well and keeps parents fully aware of their children's development. She does this through carefully phrased observation notes linked to the Early Years Foundation Stage, photographs and samples of children's work. Parents are able to contribute by using a daily diary sheet and regular meetings are arranged. The childminder's superb knowledge and understanding of children's development means that she completes accurate assessments and summaries of children's development. She is ready to share the progress check for two year olds in partnership with parents at the appropriate time. The childminder has many years experience of working in other childcare provision and she uses her transferable skills extremely effectively in the management of her own setting. She works with two assistants, one of whom is part-time and supports the school age children, and one who stays all day to work with the younger ones.

The childminder has an excellent knowledge of safeguarding and she shares her policies and procedures with parents and assistants, which she regularly reviews. Safeguarding children is paramount in the childminder's setting and she demonstrates a thorough understanding of her role and responsibility in protecting children from harm. Clear, concise written documentation is in place to support any safeguarding issues and all contact details for the relevant agencies are accessible at all times. The childminder has developed a policy to restrict the use of mobile phones and cameras in her setting and parental permission is sought before photographs are taken. She uses photographs to support her observations of children's development and to encourage children's self-awareness and sense of belonging in the setting. Suitability checks on the childminder and her assistants are complete to ensure they are suitable to work with children. The childminder monitors all visitors to the setting. She keeps up to date all accident, incident and medication documentation and records of attendance to ensure children's safety. Parents speak particularly highly of the service provided by the childminder. They say they are one hundred per cent happy with the care and learning their children receive.

The childminder and her assistants are very well qualified and highly motivated to continuously improve and develop the setting. They seek and undertake regular training to support continuous professional development. This has a positive impact on the already outstanding service provided for children and their families. A thorough self-evaluation process takes into account the views of parents and children and other professionals,

gained from questionnaire feedback, discussion and consultation evenings. The childminder reflects on her practice continuously and evaluates the educational programmes daily in partnership with her assistants. She carefully monitors practice by measuring it against quality improvement criteria to inform her action plans and targets for development. She uses parents and children's comments to help plan for individual children's development and for future improvements to the setting. The childminder works in partnership with staff at other settings attended by children to ensure continuity in their learning. She has a very strong drive for improvement and believes there is always something new to learn and more improvements to be made. She says that she has an abiding passion for providing a service for children that will help them develop to the best of their potential. The childminder strives to offer care that is accessible for all. She is proactive in presenting activities and experiences that reach across a variety of cultures. Many of her resources reflect a variety of cultures; she teaches herself to cook a variety of dishes from other cultures to help children feel at home and to learn about each other. Children are extremely well prepared for school as the childminder provides opportunities and activities to promote learning. She teaches children about the sounds of letters, how they are formed and how to recognise and count with numbers. Children practise pre-writing skills and learn to read simple words.

### **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

<b>Unique reference number</b>	EY462489
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	971495
<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>	12
<b>Number of children on roll</b>	9
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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