

Inspection date	17/06/2014
Previous inspection date	02/03/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The childminder has formed very good relationships with the children. This helps her to support children to engage in learning and make positive progress.
- Children are happy and engaged in a variety of activities which interests them.
- The childminder provides a safe and secure environment, which protects them to explore their surroundings and access play resources safely.
- Children have formed good relationships with other children attending. This supports them to play in harmony with each other.
- Partnerships with parents are in place to promote continuity of care and ensure relevant information is exchanged.

It is not yet outstanding because

- Partnerships with staff in other settings the children attend are not robust enough to further promote children's learning and development.
- The childminder does not always provide opportunities for children to practise their early writing and drawing 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 participating in outdoor activities.
- The inspector spoke to the childminder and children at appropriate times.
- The inspector viewed a variety of documentation maintained by the childminder.
- The inspector viewed areas of the home used for childminding purposes.
- The inspector viewed feedback provided by parents specifically for inspection purpose.

Inspector

Shaheen Belai

Full report

Information about the setting

The childminder registered in 2006. She lives with her three teenage children in Hornchurch, within the London Borough of Havering. Children have access to the whole of the premises. There is an outdoor area for play.

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 early years age range on roll. She also cares for older children before and after school. The childminder lives within walking distance of various early year's venues, primary schools, transport links, and parks.

The family have a dog and a gecko as family pets.

What the setting needs to do to improve further

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

- build on current systems of communication with staff in other settings the children attend, to further promote children's learning and development
- extend opportunities for children to practise their early writing and free drawing skills.

Inspection judgements

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

Children are settled and happy in the care of the childminder. The childminder knows the children well, she knows what they like playing with, their stages of development, and where they need further support to enable them to reach their milestones. She recognises these factors through close observations, discussions with parents and through evaluating children's learning. The childminder plans activities that promotes ongoing developments, offers challenges, and explore new learning experiences. The childminder encourages children's social development through meeting with other childminders and the children they care for. They go out on outings, or attend stay and play sessions with the childminder on a regular basis. Children's learning is kept varied by the childminder, as she offers both free play and adult-led activities.

The childminder promotes language development as she talks to them, listens to them share experiences and share ideas about their play, or seeks answers to questions she asks to check out their understanding. Children talk amongst each other as they play

closely, giving instructions and direction on how to play. For example, as they play in the home corner in the garden. The childminder teaches children to explore early maths, as she encourages children to explore the differences in the size and volumes. For example, as they play with different size containers with water, or as they use the toy teapot to pour water into the tea cups. Children laugh and chuckle when the childminder encourages them to show their humorous side by being funny with them. Children welcome the childminder to be a play partner, such as cooking for her in the home corner using the props provided. Children's concentration is very good and they are engrossed in activities for very long periods.

The childminder allows them to build on interests or extend their play. For example if they wish to find cleaning materials to clean the home corner props. Books are used well by the children to sit and look at independently, or when the childminder gathers them together for a quiet, cosy activity after lunch. The childminder uses random counting, basic addition, and subtraction to help children develop their early math skills. Children enjoy participating in messy and creative activities, such as paints and glues. Children learn to recognise colours and shapes, as the childminder encourages children to recognise and name them as part of general play and routine activities. The childminder does not offer enough early writing and drawing opportunities to children in all areas of the home and daily routine. For example when children spend long periods playing outdoors there is little provision for them to write or draw. A range of interactive resources are accessed by children. The childminder uses these to teach children the alphabet and sounds of letters. Children use the computer resources for educational exercises, and to develop hand-to-eye co-ordination. For example children were seen to complete puzzles using mouse control.

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

The children demonstrate a strong, trusting bond with the childminder and with each other. The children play in harmony, taking turns, sharing and learning to show respect for each other. Praise and recognition from the childminder supports the children to develop an understanding of good social skills, and learning right from wrong. They are supported by the childminder to learn to resolve issues, such as sharing their feelings if they are not happy. The childminder regularly checks on safety throughout the day, implements measures to prevent any potential risks, and includes the children in monthly evacuation drills. Children learn about personal safety as the childminder reminds them through the daily routine, such as road safety and car safety.

The childminder promotes a healthy lifestyle with the children through the provision of healthy snacks, drinks and daily opportunities for exercise. She ensures children learn to keep themselves hydrated in hot weather, as she reminds them to drink frequently. The children gather to eat their packed lunches from home, sitting in a group. All children rest according to their own needs, in a quiet and calm area of the home. They are checked on frequently by the childminder to ensure they are safe and well.

Children's preferences for outdoor play are given recognition in all weathers. This includes

the use of the childminder's garden for both physical play, and indoor activities brought outdoors. Children engage in activities for long period outdoors, such as cleaning toys, learning to use the tricycles, and explore early maths as they play with containers in the water tray.

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

The childminder is aware of her role and responsibility to safeguard children. She is aware of the relevant agencies within her local borough to report to. The childminder is aware of her role to ensure she informs Ofsted of relevant matters within the specified period. For example, she informs Ofsted of any incidents that require her to seek emergency medical treatment. She reviews her action plan following incidents to ensure children are not left in the care of persons that are not suitable to do so, should such an incident arise in the future. The undertaking of regular risk assessments ensure children's safety is further supported in the home and when out in the community. The childminder has a well-organised system for ensuring she collates and maintains all required documentation.

The childminder works well in partnership with parents, supporting them to settle their children and she communicates with them on a daily basis. Furthermore, she uses a daily diary system, she shares children's developmental records, communicates by telephone, and seeks parental views periodically via questionnaires. These methods keep parents informed and included in the service their child receives. The childminder provides parents with copies of her policies and procedures. The childminder maintains some communication with other settings the children attend. However, this is not robust enough to enable her to focus on children as an individual to contribute to their learning and development.

The childminder has taken steps to meet previous recommendations raised at the last inspection. This has contributed to children's learning being promoted through forward planning based on observational assessment. In addition, the childminder takes steps to reflect on the service she provides. For example, she explores training via the internet or her local authority for safeguarding, and caring for children with special needs.

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	EY330115
Local authority	Havering
Inspection number	971466
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	02/03/2010
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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