

<b>Inspection date</b>	26/09/2014
Previous inspection date	06/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 feel safe and secure and form strong attachments to the childminder. They are happy and confident in their environment.
- The childminder involves parents and children in the self-evaluation process and is developing her service to benefit the children who attend.
- The childminder works closely with parents and other providers. As a result, children develop a strong sense of security due to a consistent approach towards their care and education.
- The enabling environment allows children to explore their surroundings, make choices and decisions, which promotes their independence.

### **It is not yet outstanding because**

- The childminder does not promote children's understanding of diversity fully, as there are very few resources available that represent disability.

## 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 spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, documentation and children's records.
- The inspector sought the views of parents through questionnaires.

## Inspector

Sharon Henry

## Full report

### Information about the setting

The childminder registered in 2002. She lives with her husband and two children in the Woodford Green area, in the London Borough of Redbridge, close to public transport, schools and parks. The childminder uses the whole of the ground floor of her premises for childminding purposes. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are two children in the early years age range on roll. The family have two cats.

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

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

- Provide further opportunities for children to investigate diversity and the wider world, with specific regard to disability.

### Inspection judgements

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

The childminder currently cares for children in the early years age group who attend full-time school. She is knowledgeable about the learning and development requirements. As a result, she effectively promotes children's learning and development. She has a high level of understanding of the way children learn and develop. The childminder successfully plans activities to motivate all children to learn through play. She undertakes regular observations of the children to help her plan their next steps for learning. The childminder uses a tracker document to monitor children's learning and to ensure they make good progress, consistent with their expected level of development. As a result, children are gaining skills and experience needed to support their next stage in learning.

The childminder works closely with parents to support children's learning from the start. Ongoing discussions and the sharing of children's learning records ensure that parents remain involved and up to date about their children's progress.

Children's communication and language skills are given high priority. The childminder models language well and provides children with lots of opportunities to use language for communication. For example, when children pretended to be superheroes, she asked what their super powers were and this sparked a conversation on their favourite superheroes. This effectively promotes children's thinking and develops their language skills.

The childminder encouraged children's concentration skills as they sat together and completed the floor puzzle and then discussed the pictures and numbers. The childminder fosters children's developing imagination well. For example, children learned new skills

while engaging in investigative and exploratory play as they combined objects and used items in different ways. For example, children enjoyed assembling the marble run construction toy and watched with excitement as the marble rolled down the spiral chutes.

Children show a keen interest in numbers and enjoy counting. For example, children played with the speed mat where they timed themselves to see how quickly they could stack the cups. They then compared their times and discussed if they were quicker or slower. This promotes children's early mathematical understanding. The childminder offers a good range of resources that reflect different cultures, which enables children to learn about different lifestyles. However, children's understanding of disability is not fully promoted, as resources that reflect positive images of disability are still being developed.

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

Children are very happy and explore their environment and resources with confidence. They develop a strong bond with the children, which help them feel secure. Through close liaison with parents, the childminder gains a good understanding of the needs and individual routines. She is very well organised and plans her day effectively to ensure that all children are familiar with the routine and have a strong sense of belonging. This supports children's smooth move from home to her care.

The childminder promotes children's progression well because she provides a challenging learning environment to cater for their all-round development and emotional well-being. Good use of space is made available allowing children to move freely and play in comfort. Children access a good range of resources that are stored at their height. Consequently, children are able to make choices on what they want to play with. The childminder effectively promotes children's well-being and independence. She allows children time to investigate and knows when to offer help. For example, when children played with the hand-to-eye coordination toy, she supported them in balancing the moving ball.

Children are well nourished and their physical development is promoted because the childminder has a good understanding of healthy eating. She produces menu plans which include a balanced range of all food types. All meals are cooked using fresh ingredients and include a selection of vegetables. The childminder discusses and clearly records children's dietary requirements with parents. She follows good procedures for promoting children's health and minimising the spread of infection. For example, children are encouraged to wash their hands before handling food.

The childminder takes step to ensure children's safety both inside and outside the home. For example, she carries a portable first-aid kit with her when she is taking children on outings. This will enable her to attend to minor incidents swiftly. Children learn to understand safety as they talk about road safety on their way to school and wear high-visibility vest.

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

**provision**

.The childminder has in-depth knowledge and understanding of the requirements of the Early Years Foundation Stage, which results to her delivering an effective educational programme. She is aware of how children learn and plans well to support their learning styles. She has a good awareness of safeguarding issues and has updated her knowledge through attending a refresher course. She demonstrates a clear knowledge of the indicators of abuse and knows how to work with other agencies to keep children safe.

Children's safety is given high priority and the childminder takes reasonable steps to ensure that the environment poses no risk to children. For example, she carries out daily visual checks before children arrive. Additionally, the childminder uses written risk assessments to clearly identify possible risk indoors and on outings, which she regularly reviews. The childminder manages her service through following clear procedures and maintaining accurate records to ensure children are safe, protected and supported.

The childminder evaluates her setting efficiently. She has addressed all previous recommendation set at her last inspection. Through the use of questionnaires and discussions, the childminder has gained the views of parents, children and other professionals towards her self-evaluation. The childminder shows a strong capacity to improve. She is passionate, well-motivated and shows great devotion to her work. She is fully committed to the children who attend her setting and their families. As a result, children in her care benefit from a safe, secure and happy environment and make good progress towards the early learning goals.

**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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY285446
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	843646
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/03/2009
<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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