

Inspection date	02/10/2014
Previous inspection date	27/08/2009

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

- The childminder develops trusting, professional relationships with parents, which results in them wanting her to care for all their children.
- The childminder knows the children well. She finds out about their individual additional needs so she can promote their learning and development effectively.
- Caring and fun relationships between the childminder and the children help them settle easily.
- The childminder's good understanding of how children learn means that children are challenged and interested in their play.

It is not yet outstanding because

- Although the children regularly visit the locality with the childminder, she does not extend their learning experiences through increasing the range of outings.

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 childminder's interactions with the children.
- The inspector examined the childminder's documentation, including children's records and the required documentation.
- The inspector looked at equipment and checked the premises.

Inspector

Caroline Preston

Full report

Information about the setting

The childminder registered in 1997. She lives in the Hornchurch in the London Borough of Havering, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. She is currently caring for two children in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- Extend children's understanding of the world, for example by providing a wider variety of outings to explore the environment beyond the local community.

Inspection judgements

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

The childminder helps young children to progress and develop. She offers them a wide range of learning experiences to meet their developmental needs. For example, she provides daily outdoor play with many interesting resources. As a result, children learn to be active and develop co-ordination, control and movement. The childminder helps develop children's language and communication. She continually offers them opportunities to talk and discuss experiences, for example during the walk home from school and during daily routines and activities. As a result, children become confident to speak. Children with special educational needs and or/disabilities are helped to speak in a range of situations and they progress well. The childminder helps to close the gaps in children's development by also working with parents. She agrees to use strategies and suggestions from parents to challenge children's learning difficulties. The childminder helps children develop a positive sense of themselves by praising and encouraging them and building a close relationship with them. She takes time to listen and respond to their questions and pose further challenging questions. As a result, children think about what they are doing and saying, and behave well.

The childminder provides writing resources so that children are able to try to make marks. This helps them to learn early literacy skills. She encourages children's counting skills in everyday situations, for example counting the number of buses and cars on the walk home. She also asks them to count how many cars they can see, subtract a number and then recount the cars. As a result, the children learn about addition and subtraction. The childminder provides and encourages children to paint pictures and manipulate and make shapes with playdough, so they develop their creative skills and small physical

movements. She regularly takes children out into the local area, such as the park and library. However, they currently have fewer opportunities to explore the wider area and places of interest.

As part of her ongoing evaluation of children's progress, the childminder carries out observations and assessments on children when they start to attend, which she shares with the child's parents. Through this system, she is able to assess children's individual starting points in their learning and development, and plan the next steps in their learning. As a result, parents are involved and appropriate steps are put in place to develop progress and help children be ready for school. Parents are also requested to continue the learning at home, for example through topics about colours or numbers.

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

The childminder has developed a strong bond and attachment with the children. She finds out about their needs and interacts effectively with them. As a result, they are secure and independent. She is a good role model, who is kind and respectful of the children and parents. Therefore, children respond positively to her, listen and follow instructions. The childminder also teaches children about behaviour rules so they can socialise well with others, share and take turns. The childminder provides children with toys reflecting differences, such as books, dolls and dressing-up clothes. She talks to them about different festivals so they begin to have an understanding of the wider world and the importance of respecting others.

The childminder discusses the importance of a healthy lifestyle with children, for example talking about why it is important to eat healthy foods and take exercise. As a result, the children are interested in eating healthy fruits and sandwiches and playing outside in the fresh air. She reminds them of the importance of hygiene routines, such as hand washing before eating and taking their shoes off when they come in from the street. Therefore, children are mindful of good health and hygiene practices.

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

The childminder provides a good range of learning experiences for children. As a result, they make good progress in their learning and development. Her detailed monitoring of the activities she offers children means that she is able to identify the individual needs of the children effectively. As a result, any gaps in their development are closed.

The childminder is aware of her roles and responsibilities in meeting the safeguarding and welfare requirements, and the learning and development requirements. She has a good understanding of safeguarding procedures, which means that she is able to identify any issues that may arise regarding safeguarding and act appropriately. Therefore, children's well-being is monitored. The childminder uses risk assessments effectively to help her identify and remove any possible hazards to children in order to keep them safe.

The childminder's self-evaluation system helps her to identify any weaknesses in the service she offers. For example, she has undertaken further training in safeguarding and diversity and increased her resources. As a result, children's care and education has improved. She works effectively with parents and shares children's progress. The childminder requests parents' completed parental questionnaires and speaks to them daily. This means parents are kept up to date about their child's progress. The childminder has begun to make links with the school children attend in the morning, so she can share relevant information to help children progress. She is aware of the importance of working with external professionals to help children develop.

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

Unique reference number	118855
Local authority	Havering
Inspection number	813573
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	27/08/2009
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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