

Inspection date	10/10/2014
Previous inspection date	02/02/2010

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

- Children form close and affectionate relationships with the childminder, who ensures that she meets their individual needs for well-being, safety and security.
- The childminder plans a wide range of activities for children based on her assessments of their individual needs and interests, and her knowledge and understanding of how young children learn.
- The childminder protects children well as she fully understands and effectively meets the safeguarding and welfare requirements of the Early Years Foundation Stage.
- The childminder forms good partnerships with parents. She shares ideas with parents for activities to support children's learning and aid continuity at home.

It is not yet outstanding because

- The childminder does not have many positive images of people of various abilities and cultures in the setting, to help children learn to respect and value differences in society.
- The childminder does not provide consistent opportunities for children to see written language in the environment to help them to realise that words carry meaning.

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 compulsory part 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, both indoors and outdoors.
- The inspector spoke with the childminder, her co-childminder and the children.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of parents' views by reading parent comments and feedback.
- The inspector sampled a range of policies and procedures, suitability records, risk assessments, children's development records and other relevant documentation.

Inspector

Jennifer Forbes

Full report

Information about the setting

The childminder registered in 2009. She is registered on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and three adult children, in a maisonette, in Canning Town in the London Borough of Newham. The childminder uses the ground floor of the premises and the upstairs bathroom for childminding. There are toilet facilities downstairs and an enclosed garden for outdoor play. The childminder walks to the local schools to take and collect children. She attends groups at the children's centre and takes children to the local parks. The childminder operates from Monday to Friday, from 7.30am until 7.30pm, all year round. There are currently four children attending who are in the early years age group and eight school-aged children. The childminder works with her husband who is also a registered childminder and their three sons as occasional assistants. They offer flexible childminding hours, including some weekends and overnight care. The childminder is caring for children who are learning to speak English as an additional language.

What the setting needs to do to improve further

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

- Increase opportunities for children to see positive images of people of various abilities and cultures, to help them learn to respect and value differences in society.

- Increase opportunities for children to recognise that words have a meaning, through introducing labelling in English and other languages.

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 the learning and development requirements of the Early Years Foundation Stage. She understands how children learn. She carries out observations, which she uses to assess and plan for the next steps in children's development. The childminder learns about children's likes and dislikes, and their interests and abilities from initial discussions with parents. She plans for children's individual needs in cooperation with her co-childminder. She incorporates children's identified next steps in learning and their particular interests to ensure they progress well. The childminder produces learning journals for the children that contain her observations and assessments, photographs of children engaged in activities and the identified next steps in learning. She shares these with parents at regular monthly reviews. She completes the required progress checks for children aged two years and shares these with their parents.

The childminder works in partnership with parents and exchanges ideas for activities that children can do at home and in the setting. This shared approach helps to extend children's development and promotes continuity of learning. The childminder, and her co-childminder, provide a good range of interesting and challenging activities to support children's progress in all seven areas of learning. Photographs displayed in the setting show how children access an exciting variety of indoor and outdoor experiences to promote their learning. The childminder supports children's physical development, for example, when she takes children to play in the local park. She enhances children's learning as they choose how they use the resources offered. She encourages their communication and language development by asking them useful questions relevant to their chosen activities. Children learn to express themselves through art. For instance, they used their imaginations as they painted a picture they said was a tiger. The childminder asked children about the colours they were using and about the different features of their work. She teaches them well as they extend their own play. For example, during the painting activity she reassured children that having paint on their hands is a good thing. She encouraged them when they painted their fingers and showed them how to make handprints on paper. This means she makes the most of every opportunity to extend children's learning.

The childminder helps children's to develop good hand control. For example, they learnt to hold a paintbrush and spreader to paint lines on paper. This activity helped to promote pencil control to support later emergent writing. The childminder further extended the activity by painting the children's initials with her finger and by making the sounds to the letters for children to repeat. The childminder makes good use of vocabulary when teaching children who are learning to speak English. She learns words in children's home languages to help them to communicate and she extends their learning by naming their play resources in English. She repeats words to ensure they understand. The childminder reads stories to the children and talks with them about the contents of the books that they choose. However, the childminder does not maximise opportunities for children to learn that written words have a meaning as there are few examples of labelling in the childcare environment. She helps the children to count on their fingers, introducing early mathematics. These activities help children to learn the skills they need for moving on in their learning and for when they start school.

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

Children feel secure in the childminder's care because she provides a safe and welcoming environment. They form close and affectionate relationships with the childminder and her family, and develop a good sense of belonging. Children see their photographs and artwork displayed and they have a special place to keep their belongings, which enhances their feelings of security. Children's behaviour is good, and demonstrates that they feel settled and happy in their surroundings. Children learn to share and take turns, and learn to be kind to each other. The childminder models good manners and politeness. The childminder ensures that children learn to become independent. They help to tidy away their toys and help to change their own clothes when these become wet. The childminder provides protective aprons for messy and wet play as she encourages the children to

explore and learn.

The childminder provides healthy and nutritious foods for the children to eat. She cooks a hot lunch having regard to children's preferences. Children are encouraged to wash their hands thoroughly before they eat food. Children take themselves to the toilet according to their individual ages and stages of development. Nappy changing is discreet and hygienic. Children who need to sleep are comfortable on inflatable beds, clearly labelled with their names. Children are safe in the setting, because the childminder carries out daily risk assessments of their environment. The childminder ensures that she locks all external doors when children are in the setting and all visitors' identification is checked. Children learn to keep themselves safe as they listen to the childminder's instructions when using the resources. The childminder conducts fire evacuation procedures regularly. This helps to ensure that all adults and children in her home know what to do should an emergency happen.

The childminder ensures that children have regular exercise in the fresh air. She provides easy access to the garden where she sets out a good range of play activities. She takes children out to nearby parks for physical exercise, and she attends groups where children can socialise and become familiar with their local community. The childminder supervises children well, inside and outside of the setting, and she conducts thorough risk assessments to ensure children remain safe. Children learn about each other's differences and the differences in language. However, she does not provide a full range of resources to show these differences, to help children understand and value people of various backgrounds and abilities. Children develop positive attitudes to learning and are eager to go to school. They see the school uniforms of older children when they travel to collect them. Older children feel grown up as they pretend to be school teachers and read to their younger friends.

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

The childminder has a good understanding of the leadership and management requirements of the Early Years Foundation Stage. She ensures that she has all the necessary documentation in place for the effective management of her setting. She works closely with her co-childminder to monitor and evaluate the service they provide, and to ensure that they meet the needs of the children in their care. The childminder undertakes written observations and assessments of children's learning and uses them to plan for the next steps in their development. She builds good relationships with parents and they speak highly of the service she provides. Parents receive daily feedback on their children's routines and development, as well as monthly progress reports. The childminder shares children's learning journals with their parents, and invites parents to write their comments and views on their children's progress.

The childminder and her co-childminder have produced clear, relevant policies and procedures. They share these together and with parents. The childminders review the policies regularly to ensure they continue to meet the requirements. The childminder has a

clear safeguarding policy, which includes a policy restricting the use of mobile phones and cameras in the setting. The childminder has a good understanding of safeguarding and child protection. She knows what she must do if she has concerns about a child's safety and well-being. She has completed safeguarding training and is keen to update her knowledge by attending further courses. She has completed all the necessary mandatory training, including paediatric first aid. There is a fully stocked first-aid box, which is easily accessible to adults, and a secure procedure for the recording of accidents and incidents. Written permission is obtained from parents for the childminder to seek emergency treatment, if necessary, should an accident occur. The childminder maintains her files in good order and they are stored confidentially so that children's details remain secure. The childminder is keen to work with other settings the children attend in order to share good practice and ensure continuity of learning.

The childminder has links to a variety of professionals at her local children's centre. She understands the support available should she need to seek advice or help parents to obtain appropriate guidance. The childminder reflects on her practice and has a strong drive to make improvements to her setting. She has regular discussions with her co-childminder about their plans to improve the range of resources they offer to the children. They have the same goals and are very keen to hear others' suggestions. The childminder works closely with her local authority development team. This contact has helped her to make considerable improvements to her practice and meet the actions set at the last inspection. Self-evaluation takes into account the views of parents and children. The childminder understands her strengths and areas for development. She is keen to work with local schools to exchange information, to help children who are moving on to the next stage in their learning to have the confidence they need to achieve.

The Childcare Register

The requirements for the compulsory 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	EY389650
Local authority	Newham
Inspection number	815933
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	02/02/2010
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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