

Inspection date	27/10/2014
Previous inspection date	09/12/2010

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 caring, nurturing relationships with the children. This builds children's confidence and self-motivation.
- The childminder provides children with a good range of resources, which are challenging and plentiful. As a result, children are interested and eager to learn.
- Detailed risk assessments help to ensure children's safety and well-being at all times.
- The childminder has established professional relationships with the parents. Therefore, children's individual needs are met well.

It is not yet outstanding because

- The childminder does not consistently encourage children to make marks and practise their early writing skills in a range of situations.

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 examined a range of documentation, including children's records and risk assessments.
- The inspector observed the childminder's interactions with the children, both inside and outside.

Inspector

Caroline Preston

Full report

Information about the setting

The childminder registered in 2010. She lives with her husband, two adult sons and school-age daughter, in a house in Collier Row, Essex. She uses the whole of the downstairs area for minding purposes. She is currently minding three 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. The family has two pet dogs.

What the setting needs to do to improve further

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

- extend opportunities for children to practise their early writing skills during various activities.

Inspection judgements

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

The childminder provides children with good learning experiences, which means they develop and progress well. For example, she completes children's initial observations and assessments when they start and plans their next steps in learning. The childminder conducts continual assessments and through these, knows children's levels of development. She is able to identify any specific help children may need in order to help ensure that they progress well in her care.

The childminder engages children in play effectively through continuous commentary. For example, she encourages children to speak and develop their language skills by repeating and rephrasing words. She talks to children about different insects, so they learn about the natural world and the creatures that live in it. She uses picture cards so that children can identify the different objects in the pictures. These experiences help to develop children's communication and language abilities well.

The childminder offers outdoor play to help children develop their physical skills. As a result, children move confidently, learn about direction and balance, and control their movements well. Children enjoy making tree pictures, using small pieces of tissue paper as they learn to create and design. The childminder encourages children to explore toys that stimulate their senses. For example, children enjoy using programmable toys as they listen to the sounds and learn how to work them. Therefore, children discover how things work, and are able to listen to different sounds and discuss them. Children learn to socialise with each other, share and take turns. They also have these learning opportunities at the different playgroups they visit.

The childminder effectively helps children to develop an early understanding of mathematics as she talks about number concepts during everyday activities. She provides some opportunities for children to enjoy making marks, for example, with crayons in the garden. However, she does not consistently extend these experiences, so children have less opportunities to routinely practise their pre-writing skills. Children enjoy puzzle games. For example, they hold and carefully navigate a magnet attached to a long piece of string to collect different creatures from the puzzle. As a result, they learn about shape, space and size effectively. Children handle books well during play and they learn that words have meaning, because the childminder reads to them. The childminder promotes children's learning well and prepares them effectively for school.

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

The childminder has established close, affectionate and nurturing relationships with the children. Therefore, very young children are settled, happy, and eager to play and learn as they build their confidence and self-motivation. The childminder is a good role model, because she is always professional, kind and considerate towards the children. The childminder teaches children how to behave appropriately. For example, she talks to children to explain her expectations and uses distraction strategies with very young children. Therefore, children learn to take turns and share, and build positive relationships with each other. The childminder teaches young children about diversity at a level they can understand. She offers resources reflecting the differences between people, such as books and dolls, for very young children. This means children begin to develop positive attitudes towards others from an early age.

The childminder teaches children about safety, for example, as she talks to them about road safety and carries out fire drills with them. She talks to children about the importance of good hygiene routines, such as hand washing before meals and after using the toilet. The childminder begins to help children learn about healthy lifestyles. She provides them with daily exercise in the fresh air, which promotes their physical development and a sense of well-being. She provides healthy breakfast options that include fresh fruit, and children bring in a healthy packed lunch from home. The childminder offers children a wide range of stimulating resources inside and outside. For example, outdoor resources are undercover so that children can play and learn outside in all weathers. Toys are available in both the front room and conservatory, and children make their own choices as they develop their independence. Therefore, the childminder helps children develop independence and effectively prepares them for school.

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

The inspection took place following information received regarding the childminder's lack of supervision of minded children near a busy road. This inspection found that the childminder had left two younger children with an older child while she crossed the road to collect other children. The childminder states she has taken action to keep all the children

safe and now carries out detailed and regular risk assessments of the dangers when taking children to school. She now ensures that the children are safe and within her sight when she collects the other children. The childminder has adapted her risk assessment to keep children safe, by planning according to the volume of traffic and dangers on any particular day, which she has discussed with parents. As a result, the childminder now waits for parents to bring children to her, rather than crossing the busy road and leaving the children unattended. This helps her to promote children's safety more effectively and ensure she remains within the required ratios at all times. Therefore, this demonstrates the childminder has taken robust action to keep children safe at all times.

The leadership and management of the provision are effective because children develop and progress from their initial learning upon entry. The childminder understands her responsibilities in meeting the requirements of the Early Years Foundation Stage. She monitors children's progress effectively, so she is aware of how to help children progress further and close any gaps in their development. The childminder has a good understanding of safeguarding procedures. Therefore, she can identify any concerns and report them to the appropriate agencies. The childminder develops her professional practice by undertaking training courses, such as for safeguarding children. These courses help her to keep children safe and well, and also increase her knowledge. The childminder evaluates her practice effectively and implements improvements which benefit the children. For example, she has increased the range of resources available to children. She offers more art and craft activities to children, and has introduced picture cards to enhance learning. She also takes children on more trips to playgroups and places within the local community, which helps children to learn and develop. The childminder has established effective relationships with children. As a result, she meets their needs well. She speaks to parents daily about their children's progress. She asks parents to complete parental questionnaires and informs them of how they can continue their children's learning at home. The childminder is aware of the importance of building links with external agencies to meet children's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY410040
Local authority	Havering
Inspection number	994141
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	09/12/2010
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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