

Inspection date	13/11/2014
Previous inspection date	07/10/2008

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's attendance at training courses and her support networks enable her to keep up to date with changing practices and to effectively promote children's learning and development.
- The childminder takes children interests seriously and uses her knowledge of them to support children's learning.
- Children relate well to the childminder. They confidently approach her for reassurance and support indicating a good trusting relationship. They are keen for the childminder to join in their play.
- The childminder respects the choices children make and interacts well with them to ensure they enjoy their play experiences. As a result, children are motivated in their play and make good progress in their learning and development.

It is not yet outstanding because

- Children have few opportunities to see print in the garden to strengthen their literacy skills.
- Parents are not yet fully involved in contributing towards all of their children's ongoing assessments.

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 held discussions with the childminder
- The inspector observed the childminder's interaction with the children.
The inspector sampled some of the childminder's documentation, such as, the
- record of attendance, children's personal information forms, observation and assessment records and the childminder's training certificates.
- The inspector spoke to some parents.

Inspector

Jennifer Liverpool

Full report

Information about the setting

The childminder was registered in 2008. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their three school-aged children in Stratford, in the London Borough of Newham. The whole of the ground floor of the childminder's house is used for childminding; this includes the front room and kitchen diner/playroom. An enclosed garden is available for outdoor play.

The childminder is currently caring for three children in the early years age group. Of these, two attend part time hours and one attends before and after school. The childminder also cares for children in the later years age group after school hours. She regularly attends local toddler and childminder network groups, the library and parks with the children. The childminder holds a National Vocational Qualification in childcare and early years at level 2 and 3.

What the setting needs to do to improve further

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

- create more opportunities for children to see print, words and symbols to extend their literacy skills, for example outdoors
- encourage parents to take a more active part in their child's ongoing development.

Inspection judgements

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

The childminder provides a stimulating and caring environment for the children. She treats children as individuals and acknowledges their different abilities and preferences from the outset. This is because the childminder encourages parents to contribute to an initial assessment of their child at the start of the placement. She uses this information to build on children's existing skills and what they already know. The childminder also completes an observation of the children's development during their settling-in period to help discover children preferences of play, favourite toys and interests. The childminder support children's learning and development well through a balance of children's free-play, adult-led activities and during daily routines. For example, the childminder sings along with the children when they spontaneously sing their favourite songs. This shows that the childminder respects the choices children make about their play. The childminder plans activities that take into consideration children's interests, such as, making flowers out of various materials, to encourage children to express their creative skills. The childminder

also points out different types of flowers to children when they go on short walks to the local schools or shops, which builds on their natural curiosity.

The childminder gives good support to help promote children's language development. They are given encouragement to express their ideas and feelings during role-play situations. For example, using telephones to take part in conversations with the childminder. Consequently children's communication and language skills are progressing well. Children are developing an awareness of languages other than English because the childminder is helping them to learn to greet others in Bengali. The childminder gives children reason to count and relate to numbers during play and in their daily routine. Young children begin to experiment with simple shapes and sizes when using posting boxes, stacking different size pots on top of each other and when fitting puzzles pieces together.

The childminder reads stories to children regularly. She also takes children to the library to choose books and encourages children to look at books. This helps children to develop a healthy interest in books. The childminder has introduced a reading area for children in the garden, which enables children to experience story sessions outdoors. Children see labels on storage units and posters on wall display indoors. However, there are not many pictures, print or symbols in the garden to enhance children's understanding that pictures and words carry meaning. Children have lots of opportunities to explore musical instruments and the sounds they make. For example, children shake maracas, tap drums and press the different piano keys. Consequently, children are learning how to play different instruments and to make sounds in a variety of ways. Children's creative development is encouraged through activities, such as, drawing, arts and crafts and water and sand play.

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

The childminder works closely with parents to help settle the children into the setting. She gathers relevant information about the children before they are placed in her care to ensure that their individual routines are put in place when the children start. The childminder show warmth and kindness towards all children as she greets them and helps them to feel welcome on their arrival. This supports children's emotional well-being. Children showed that they feel secure and comfortable in the childminder's care as they went up to her and gave her a hug. This shows that there are trustful relationships between the children and the childminder. Children begin to develop a sense of belonging as they have an area in the setting where they can hang their coats and store their belongings. The childminder helps young children to develop a caring attitude to others as she encourages them to share toys so that they learn to develop positive relationships with others. The childminder also helps the children to develop relationships with other children beyond the setting as she regularly takes them to toddler groups. The childminder manages children's behaviour through distraction and simple explanation that are appropriate to their age and understanding. Children benefit from lots of praise and encouragement, which fosters their self-esteem.

The childminder helps children to make healthy choices about food at meal and snack times and includes fresh fruits, vegetables and drinking water as a part of their daily diet. She actively takes steps to develop children's understanding of a healthy lifestyle through effective daily routines. For example, children play in a clean environment where they learn the importance of good hygiene practices. The childminder use simple explanations to help children understand that washing their hands after visiting the toilet, before meals and at other times helps to prevent the spread of germs or infection. Young children know to remove their shoes when entering the house and they walk towards the toilet room without prompting when the childminder tells them to get ready for snacks or lunch. Children enjoy outdoor physical play using various play equipment that helps them to practise and develop physical skills. For example, children are learning to spin hoops around their waist, use foot pedals to ride tricycles and learn to throw and kick balls. Children also benefit from going out on trips to the local parks where they use larger outdoor play equipment. This contributes to their physical well-being.

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

The childminder has a secure understanding of child protection issues and she knows the procedures for recording and making a referral if she has concerns about the well-being of a child. The childminder implements procedures to restrict the use of mobile phones, cameras and internet access when children are present on the premises. In addition children benefit immensely from the childminder's effective risk assessment. This makes sure that any potential risks are identified and minimised and therefore children can move around freely and safely. The childminder also takes carefully considered safety precautions when taking children on outings to help keep them safe. The childminder's documentation is well-organised, well-maintained and stored in a confidential manner, to further promote the safeguarding of the children.

The childminder has attended a number of training courses and achieved a recognised qualification in childcare. This has a positive impact on the quality of care and learning she provides for children. For example, the childminder has a good knowledge of how children learn and develop and she plans activities according to children's learning needs and their interests. As a result of this, the children make good progress and enjoy their time at the setting. The childminder welcomes the support she receives from the local authority advisors and she has good links with other local childminders to exchange ideas and keep up to date with changing practices. The childminder demonstrates a commitment and drive to improve the outcomes for children. She has addressed all actions and recommendations made at the previous inspection to keep children safe and to maintain their good health. The childminder helps children to learn to keep themselves safe. For example, they practise the emergency evacuation procedures and she now supports children to learn some ground rules, such as, sitting down to eat their meals.

The childminder has a good partnership with parents, which ensures that children's individual care needs are met. She also encourages parents to read and sign a declaration for policies and procedures to confirm that they are aware of the childminder's

responsibilities and the provision of care for their children. In addition, the childminder makes available a notice board with information about children's daily activities, menus and daily routines so that parents know how their children spend their day at the setting. The childminder shares children's assessment records with parents to keep them informed about their children's progress. Parents are asked to contribute to initial assessments and the progress check for two-year-olds. However, she does not always encourage parents to contribute to all of their child's ongoing assessments in order to fully promote continuity in children's progression. Parents' views are actively sought through questionnaires or discussions, which the childminder uses to help evaluate the service she provides for children and their parents. Parents are keen to express their satisfaction about the service on offer to them. Parents say they are happy with the care their children receive and the ways in which the childminder particularly supports the children's language development and self-care skills. The childminder is developing links with the teachers at the school where children also attends to help support the continuity of children's care.

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	EY336657
Local authority	Newham
Inspection number	815180
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	4
Name of provider	
Date of previous inspection	07/10/2008
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

