

<b>Inspection date</b>	14/11/2014
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**

- The childminder has a thorough insight into individual children's development because she monitors their progress well and provides a broad range of activities and experiences to support their learning.
- Children have a warm, loving and caring relationship with the childminder, who supports them very well in their personal, social and emotional development. This allows the children to be confident, active learners and feel secure.
- The childminder has a good understanding of how to promote safeguarding and implements her policies and procedures well to give priority to children's safety.
- The childminder exchanges information with parents daily and ensures parents are kept involved in their children's care and learning.
- The childminder uses self-evaluation well to identify and address areas for improvement.

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

- The childminder does not always provide a broad range of problem solving and early mathematical experiences for young children.
- The childminder does not use photographs of the children, their families and their experiences to support younger children's interest in books, as she does for older children.

## 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 activities in the childminder's home and garden, speaking to the childminder at suitable times.
- The inspector looked at the range of play materials the childminder uses to support children's learning and development.
- The inspector looked at children's developmental records, the record books shared with parents and a sample of policies and procedures.
- The inspector viewed the systems used for self-evaluation, and discussed with the childminder how she builds on her knowledge and skills.
- The inspector took into account feedback from parents gathered on the day of inspection.

## Inspector

Shaheen Belai

## Full report

### Information about the setting

The childminder registered in 2008. She lives with her husband in South Woodford, within the London Borough of Redbridge. Children have access to the whole of the ground floor and the bathroom on the first floor. There is an outdoor area for play.

The childminder is registered on the Early Years Register and the compulsory part of Childcare Register. The childminder has three children in the early years age range on roll, attending on a part-time basis. The childminder also looks after older children. The childminder takes and collects children from Oakdale Primary School and nursery.

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

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

- extend on current mathematical opportunities for younger children, for example, by introducing simple activities to explore shape, size and weight.
- extend the use of photographs of the younger children and their families, for example, by making photograph books for them to explore in the book area.

## Inspection judgements

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

The childminder implements her good knowledge of child development to support children in making good progress in their learning. The childminder uses well-planned activities to support children's skills fully in the prime areas of learning. Children acquire the skills needed to move on to the next stage of learning. The childminder gains initial information from parents about what their children already know and can do when they start. This enables her to plan effectively for children's ongoing individual learning. The childminder completes detailed progress checks for children as required and she involves parents regularly in children's learning. They exchange information to help the childminder plan meaningful experiences and to support children's developing interests and experiences at home. The childminder encourages all children to make the best possible progress in their learning. Each child has an individual learning journal, which details children's learning from the start and the childminder uses observational assessment well to track children's progress.

The childminder promotes children's language and communication skills positively. She speaks with the children throughout the day and uses a broad range of descriptive words skilfully in relation to the activities children are engaged in. The childminder repeats young

children's attempts at early communication correctly to help them develop their vocabulary. She uses picture labelling and props for songs and stories to engage the children. This supports the young children to recognise and pronounce familiar words. Children enjoy the quality range of age appropriate books. They spend long periods exploring them on their own or with the childminder. The childminder uses photographs in children's learning journals and some are displayed to show children participating in a broad variety of learning experiences. She helps older children to create photograph books to detail their play experiences. However, she does not do this with younger children to encourage their enjoyment of books and to help them understand and recall their friends, family and the broad range of experiences they engage in with the childminder.

The children enjoy the company of the childminder, who plays alongside them and shows them how to explore the resources. For example, the childminder guides children to mix cornflour and water and to add paint to create different colours. She provides a range of tools to help children to develop different physical skills. For example the children use brushes to mix paint or combs to create patterns with the cornflour mixture. Children remain interested and focused in their play for long periods. Younger children learn about cause and effect when they explore and investigate interactive toys, for example, they know which buttons to press to make sounds. The childminder has a range of resources to support children's mathematical skills and younger children join in with number rhymes and counting. However, younger children do not have consistent opportunities to learn about shape, size and weight by playing with, for example, shape sorters. Children enjoy messy, creative play and the childminder provides for this well. The children use their senses and a range of tools to explore water play, sand play and cooked pasta. Examples of children's creative work are given high recognition by the childminder. For example, she displays their work for all to see to promote their self-esteem.

Children really enjoy playing outside in all weathers. All children are confident to explore the garden, which the childminder has created to support the children's learning about wildlife and the weather. For example, children are interested in how the windmill turns in the wind and they watch the wide variety of birds visiting the bird feeders. Children play on the wheeled toys, paint the wall with water and explore the sand with scoops and containers. The childminder takes children to the local parks and open areas for walks, and to use equipment to support their physical development. Children engage in imaginative play with a range of small world and home corner props. They take on roles and develop nurturing skills, for example young children cuddle and rock the dolls or play with play people that reflect other ethnic backgrounds or disabilities. The childminder celebrates a range of festivals with the children to enhance children's knowledge of themselves and of other communities.

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

Children are very relaxed and happy in the childminder's care. They have settled well after attending over a period of time to become familiar with the childminder and their new surroundings. This enables the childminder to become fully aware of the children's individual needs from the beginning. Children are happy to have the childminder as a play

partner, or allow her to observe them from a distance as they play freely. Children demonstrate their strong bond with the childminder, for example when they look for her for reassurance when visitors come. As a result, children are very happy and settled as their emotional well-being is promoted significantly by the childminder.

Children behave well because the childminder sets realistic, age appropriate expectations of them. She consistently acknowledges when children play well and behave positively. As a result, children gain confidence and their self-esteem is promoted. The childminder acts as a positive role model. She supports children from a young age to learn about the need to share resources and take turns. She does this well, using effective strategies to support children of different ages to understand.

The childminder's home is very well organised. Children are provided with a wide range of age-appropriate toys and activities that most of them can access independently. The childminder sets out some activities so that all children can participate, and other age-appropriate activities are in low storage within easy reach of the children. The childminder develops children's independence further because she uses easily identifiable picture labelling for all resources, allowing children to make informed choices of their own.

The childminder encourages children to develop healthy lifestyles and good physical skills indoors and outdoors. Outdoor play and physical play indoors features daily in the children's routine. For example, the children enjoy the soft play area in the drop-in group and they benefit from plenty of fresh air and exercise outdoors. Children dance to music and explore a range of musical instruments. Young infants use different parts of the body to copy the childminder as she sings action songs with them. Children are developing self-help skills very well. They help themselves to snacks and feed themselves at mealtimes under the childminder's supervision and guidance. All children wash their hands when necessary and younger children are eager to wash their hands before as well as after messy activities. This demonstrates their understanding of the importance of following good routine hygiene procedures. The childminder discusses any individual dietary requirements or cultural preferences with parents so that children's individual needs are effectively met. Children learn to keep themselves safe as the childminder talks to them about the importance of safety measures, such as why she is putting the harness on them when they are in the booster seats for mealtimes.

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

The childminder has a good understanding of her responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. She has good knowledge of safeguarding policies and procedures, including all the relevant contact details. She takes steps to keep Ofsted informed of any changes to her household. She uses risk assessments and daily checklists to ensure that any hazards are identified and minimised to promote children's safety. Fire and emergency procedures are practised regularly with the children and all mandatory documentation is in place and maintained well. For example, the childminder keeps effective attendance records, children's details,

records of accidents and medication administered. All visitors are asked to sign in and out and children are kept under the childminder's supervision at all times. The childminder keeps updated through regular training, such as first-aid, to support children's well-being.

The childminder keeps parents well informed about their child's day verbally and via the daily diary, email or phone. She ensures any changes in children's individual needs are acknowledged and met. The childminder encourages parents to support their child's learning at home and has regular discussions with them about their children's development. Parents gave very positive feedback about the childminder. For example, they value how the childminder supports children's skills and progress through a broad range of activities in her home, outdoors and in the community. They praise the professionalism of the childminder, the healthy diet the childminder offers and the valuable service she provides. All parents have access to the childminder's full range of policies and procedures from the outset. This provides parents with a clear insight into the role and responsibility of the childminder as well as the part they play in their children's care and learning.

The childminder is aware of working in partnership with other agencies and professionals to support children, if the need arises. She knows how to help children to move on smoothly to another setting, for example, maintaining communication with the playgroup when a child starts to attend part-time, or helping a child move on successfully to school.

The childminder has met previous actions and recommendations well. This has enhanced children's safety and learning. In addition, she has begun to reflect on her provision and to monitor and evaluate children's progress. She meets with her local authority development worker regularly and uses their self-evaluation format to identify areas to develop. She attends training regularly and uses the knowledge she gains to improve her service. For example, she has introduced a range of systems to promote non-verbal communication, for example, picture props for young children to support early communication. She has revamped her menu plans since attending training in healthy eating for children in the early years. The childminder keeps her knowledge, understanding and skills up to date. She uses questionnaires periodically to gather parents' views to improve her practice. Consequently, children's welfare is supported effectively and they are well-prepared for the next stage of learning and for school.

### **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

<b>Unique reference number</b>	EY384259
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	845758
<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>	3
<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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