

Inspection date	20/11/2014
Previous inspection date	17/02/2011

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 is highly skilled and sensitive in helping children from secure emotional attachments. She promotes strong and positive values within this nurturing setting, which promotes a strong base for children's development, independence and exploration.
- The childminder has a secure knowledge and understanding of the Early Years Foundation Stage. She has a good awareness of how young children learn and uses play, discussion and group activities to promote children's development.
- The childminder and her assistant provide a warm and welcoming home. Toys and resources are easily accessible and attractively displayed, which promotes independence and purposeful play.

It is not yet outstanding because

- The assessment procedures does not fully encourage consistent opportunities for parents to contribute information about their child's learning at home.
- Few resources around cultures and different backgrounds mean that children do not get a full understanding of the differences in society.

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 spoke with childminder and her assistant at appropriate times throughout the inspection.
- The inspector observed activities and interaction between the childminder and children during play in the living room.
- The inspector sampled a range of documentation including children's learning journals.

Inspector

Sharon Henry

Full report

Information about the setting

The childminder registered in 2001. She lives with her husband and adult son in Hainault in the London borough of Redbridge. The whole of the ground floor is used for childminding purposes. There is an enclosed outdoor play area for children's use. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll in the early years age group.

What the setting needs to do to improve further

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

- develop further opportunities and resources to promote children's understanding of different cultures, and backgrounds including disabilities
- extend parents' involvement in their child's learning, such as by sharing children's experiences at home, to support their individual progress.

Inspection judgements

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

Children make good progress with their learning and development while in the care of the childminder. She creates a stimulating environment so that children can access many activities that sustain their interest. Children develop strong social skills from an early age and play contentedly alongside each other. The childminder knows the children well. Through observation and discussions with parents, she gathers information to establish children's starting points. Ongoing observations and assessments of children's progress are successful in tracking their development and identifying any emerging gaps. This supports children in making good progress towards the early learning goals in preparation for school.

Young children communicate at a level typical for their age. They benefit from the childminder's and her assistant's consistent support and encouragement in their developing speech. Children show good levels of confidence and self-esteem, as they make choices and decisions about what activities they would like to do. For example, during the inspection they confidently asked to play with the play dough.

Children are happy and engaged. The childminder and her assistant support their play effectively, getting down to their level and offering care and attention to support their emotional well-being. Children choose from a range of resources to support all areas of

learning and development. They enjoy sharing stories and looking at books as the childminder encourages them to talk about what they see. This encourages their language, in addition to developing their interest in reading and their understanding that print carries meaning. Children are learning about how things work as they press buttons to create different sounds and actions. For example, they played with the electronic computer and followed instructions to find and recognise different animals. There are some opportunities for children to learn about the wider world as they celebrate festivals. However, there are few resources and opportunities for children to learn about diversity, cultures and disabilities. This does not fully support children to understand and respect the backgrounds and lifestyles of others in the local and wider community.

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

Children form relationships with the childminder and her assistant that are very nurturing and caring. The childminder uses methods that help children to understand their own behaviour and feelings. As a result, children learn how they affect others. For example, when two children squabble over the interactive computer the childminder helps them to negotiate a time limit of ten minutes. This means that the children learn how to care for and consider others and promotes a warm and friendly environment.

Children's safety is given high priority. The childminder carries out daily checks of all areas used by the children. This helps her to identify and minimise risks so children can move around freely and safely. The childminder talks with children about keeping themselves safe throughout the day. For example, they learn about road safety when they are out, and know to stay seated when using scissors.

Children are learning to adopt many aspects of a healthy lifestyle. They move about energetically and exercise on a daily basis as they play in the garden, at drop-ins and during trips to the park. The childminder further promotes children's good health through daily routines. They know about good hygiene as the childminder reminds them to wash their hands after toileting and before eating. Older children are independent and younger children receive sensitive support as they develop health and self-care routines. Children are helped to enjoy good food. They enjoy a variety of nutritious snacks and meals. Each child's specific health, dietary needs and allergies are well documented and understood by the childminder.

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

The childminder has a good understanding of how to protect children and she recognises that this is her first priority. She is vigilant in her supervision and has a good awareness of the signs and symptoms that may indicate a cause for concern about the welfare of any child. She knows the appropriate procedures to follow should this be necessary and has a written policy to underpin her practice. The childminder focuses well on promoting children's safety in her home. For example, she has a range of safety equipment, such as

safety gates, to help ensure a safe environment for children. The childminder undertakes effective risk assessments to minimise hazards in the home, outside and for all outings. This enables children to feel at ease in a safe environment.

The childminder is well organised and she has effective systems to evaluate her provision. Parents' views are valued and respected; they express their options about the service they receive through discussion and the use of a questionnaire. However, the assessment procedure does not currently make the use of opportunities for parents to share information about their child's learning and developing at home. Consequently, the childminder is not able to fully include this range of information in her planning to fully promote children's development.

The childminder clearly recognises her strengths and areas of development. She is keen to further develop her knowledge and skills by attending training and working with her local early year's development team. As a result, she has successfully gained an early years childcare qualification. The childminder has addressed the recommendations raised at her previous inspection. This demonstrates a positive attitude towards continuous improvements and raises the quality of the provision for the benefit for children who attend.

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	128295
Local authority	Redbridge
Inspection number	997916
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	17/02/2011
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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