

Inspection date	08/12/2014
Previous inspection date	29/01/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder's home is clean, safe and welcoming. She provides a range of resources so that children have choices in their play.
- The childminder builds close relationships with the children in her care. They are settled and enjoy sharing experiences with her.
- The childminder has a sound understanding of safeguarding procedures and a clear understanding of her responsibility to make referrals should she be concerned about a child in her care.
- The childminder supports children as they learn about numbers and other mathematical concepts. This prepares them well for the move to school.

It is not yet good because

- Observations and assessments of children's learning are not consistent for all areas of learning to enable individual planning.
- The childminder has not completed progress reports for two-year-old children. This is a breach of requirements.
- Self-evaluation is not yet rigorous enough to identify gaps in practice.

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 carried out a joint observation with the childminder.
- The inspector took account of the written views of parents.
- The inspector observed children as they took part in routines and played.
- The inspector sampled documentation, including policies, children's records and qualification certificates.

Inspector

Lesley Hodges

Full report

Information about the setting

The childminder registered in 1996. She lives in a bungalow in a residential area of Upminster within walking distance of schools, shops and the railway station. All areas of the property are used for childminding. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts the Childcare Register. The childminder walks to local schools to take and collect children. There are currently six children in the early years age range on roll, with some children also attending school full time. The childminder works all year round, apart from during bank and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that progress checks for two-year-old children are completed and shared with their parents.

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

- improve the systems for self-evaluation so that gaps in practice are identified effectively
- develop a more consistent approach to observations for all areas of learning so that information gained from observations is used to more accurately to monitor children's progress and plan the next steps for children's learning.

Inspection judgements

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

The childminder provides a varied range of activities for children to cover all areas of learning. She makes observations of children as they play and follows their interests when providing play and resources. Children enjoy playing with construction toys and train sets. The childminder supports this play well and encourages older children to count and compare sizes, for example when they build towers. The childminder uses a lot of mathematical language in play so that children are learning about size and shape language. She also introduces numbers in play for all children and older children are beginning to count spontaneously and identify some numbers.

The childminder has a suitable knowledge of child development. As children learn to communicate, she uses a range of different strategies to support them. For example, she uses books and cards to encourage children to name items, and she gives clear explanations to children to develop their understanding of routines. However, the childminder does not have a detailed knowledge of children's stages of development in all areas and does not routinely check children's progress against guidance to ensure her assessments of their progress are accurate. Furthermore, she has not completed progress checks for two-year-old children, which is a breach of the learning and development requirements.

The childminder competently supports children's emotional well-being. Children are confident as they choose their play with the childminder and they happily share their experiences with her. The positive environment means that children feel safe with the childminder and are beginning to build friendships as they play. They enjoy looking at photographs of themselves and their friends. Children happily point to each other and call out their friends' names as they look at and talk about the photographs, demonstrating that they feel comfortable in the environment.

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

The childminder builds close bonds with the children she cares for. She gathers information from parents about children's individual needs and, as a consequence, the childminder provides consistent care to children. She asks parents about children's likes and dislikes and she speaks daily to parents to keep them fully informed about the events of each day. These positive relationships between the childminder and parents support children's emotional well-being. The childminder has a flexible settling-in procedure which caters for children's individual needs. As a result, children settle well as they become familiar with her and her home. The childminder encourages children to think about each other and how they can help their younger friends. Children's behaviour is good and this is because the childminder clearly explains about sharing and taking turns. This helps children to learn about managing their own behaviour as they consider their needs and the needs of others.

The childminder provides a safe and clean environment for children. She carries out daily checks on her home to ensure that she minimises any potential safety risks. Locks on cupboards and safe storage of kitchen utensils mean that children can use all areas of the childminder's home in safety. Children learn about how to keep themselves safe in an emergency as the childminder routinely practises the evacuation procedures with them. She uses a simple routine to alert children and notes their reactions so that she can observe any potential problems with the procedure. Children learn about hygiene procedures and the childminder supports them as they learn to wash their hands properly before they eat their lunch. Younger children are learning to feed themselves. The childminder provides an additional spoon for children as they eat. This means that they can practise their skills and do not become frustrated when they are hungry while the childminder feeds them.

The childminder uses her garden and local facilities to provide daily outside play and experiences for children. Children enjoy a range of activities in the secure garden, including physical and messy play. They enjoy trips to the local park to use different play equipment to develop their physical skills. Trips to the local shops and play centres provide children with different experiences and develop their awareness of their local environment.

The childminder works with staff from the other settings children attend to provide continuity of care. She works closely with staff to support the move into these settings so that children settle well. As children show an interest, the childminder encourages them to draw and to recognise their names. These activities prepare children for the next stage of their learning.

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

The childminder has a sound understanding of safeguarding procedures in order to protect children in her care. She shares her written safeguarding and confidentiality policies with parents so that they have a clear expectation of her procedures to make referrals to the appropriate agencies should she need to. The childminder's safeguarding policy includes contact information for these agencies so that she can easily make any referrals. The childminder completes written risk assessments for outings. These demonstrate how she considers all potential hazards and supports children as they learn about road safety.

The childminder has a sound understanding of her responsibility to provide a full range of learning experiences for children to meet the requirements of the Early Years Foundation Stage. However, she has not completed progress checks for two-year-old children. This is a breach of the requirements. The childminder has completed a self-evaluation form and this does identify some areas for development. She also asks parents for their feedback on the service she provides. Parents speak positively and enjoy the childminder's regular feedback and her welcoming environment. However, the self-evaluation process is not yet robust as the childminder does not effectively identify where she is missing key responsibilities.

The childminder has generally addressed the actions and recommendations from the last inspection, although her assessments of children's progress and the planning for all areas need development. She works with the advisor from the local authority and has made some amendments to her policies and procedures as a result of these discussions. For example, she has made improvements to her safeguarding knowledge and written policies, in line with requirements.

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	128327
Local authority	Havering
Inspection number	813719
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	29/01/2009
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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