

Inspection date	17/12/2014
Previous inspection date	02/07/2009

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

- Children are confident and secure in the childminder's care because she builds strong relationships with them and their families.
- Children's safety is supported as the childminder assesses potential risks in the home and garden, and for outings.
- The childminder is caring and attentive to children, providing praise and reassurance to support their personal and social development.
- Children have daily opportunities for fresh air and exercise, which promotes their health and physical needs.

It is not yet good because

- The childminder lacks a good understanding of how to consistently observe, assess and plan for children's development so they make good progress in their learning.
- The childminder does not use robust self-evaluation to identify clear targets for ongoing improvements to promote good outcomes for children.
- The childminder has not fully developed collaborative partnerships with other professionals engaged in the care and learning of children that attend other settings.

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 observed interaction between the childminder and children as they played.
- The inspector spoke to the childminder throughout the inspection.
- The inspector accompanied the childminder and children on an outing.
- The inspector sampled children's records, policies and procedures shared with parents, the complaints record, and systems used by the childminder to evaluate her service.
- The inspector viewed resources used to support children's learning, children's safety, and areas of the home and garden used for childminding purposes.

Inspector

Shaheen Belai

Full report

Information about the setting

The childminder registered in 1994. She lives with her husband in Rainham, within the London Borough of Havering. Children have access to the whole of the premises. There is a garden for outdoor play. The premises are within walking distance of schools, nursery, playgroup, transport links, parks, community under-fives groups and shops.

The childminder has two children in the early years age range on roll, both attending part time. She also cares for older children. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- develop the systems used for planning, observation and assessment to accurately identify children's learning needs, and use this information to ensure that activities are sufficiently challenging and based on children's next steps in learning, in order to promote good outcomes for children.

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

- build on current systems used for exchanging information with other settings children attend, to ensure children's learning, development and care is robustly supported by all those involved
- provide children with a good range of easily accessible resources, incorporating all areas of learning, to promote each child's development
- implement effective self-evaluation to identify weaknesses in practice and implement targeted plans to tackle these weaknesses to drive improvement in the quality of provision for children.

Inspection judgements

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

The childminder has an adequate awareness of the need to observe and assess children's progress. However, she does not undertake these regularly to identify gaps in children's

learning to plan activities to help them make progress. Consequently, the childminder does not promote children's development in all areas of learning effectively. Although the childminder gathers and discusses information with parents about children's individual needs, she does not seek good information about children's initial stage of development when they start in her care. This means the childminder does not implement planning to build on children's existing skills and enable them to make good progress. Most of the childminder's teaching is instinctive with no real objectives as to what children should learn from the activities.

The childminder supports communication and language skills well. She constantly talks with children about what she and they are doing. She gives children time to respond to questions or share their experiences with her. Children speak confidently with each other, such as sharing experiences or teaching each other how to operate toys. The childminder offers lots of praise and encouragement, which builds children's confidence and self-esteem and desire to persevere with tasks. When children learn to share resources, and take turns, the childminder gives recognition to this and supports them to play in harmony. Children enjoy opportunities to build with construction and they use their own ideas to create models and vehicles. They are eager to show off their models to the childminder, explaining what they have created, and showing pride in their achievements. The childminder has some materials to promote children's learning through play, although she limits children's choice and access to a broad range of toys to support their learning in all areas. Despite the limited choice in what they play with, children spend long periods engaged in activities. They welcome the engagement of the childminder as she talks to them about their play, and asks questions to assess their learning informally. As a result, children are generally motivated to learn, and they develop some of the skills they need in readiness for school and the next stage in their learning.

The childminder builds positive partnerships with parents and shares detailed verbal feedback with them so they know what their children have enjoyed doing that day. This allows for the two-way exchange of information between parents and the childminder. Parents are also encouraged to share information about what activities children have enjoyed at home to further build on these partnerships. However, the childminder has not established good partnerships with other early years settings some of the children also attend. This affects how well the childminder is able to build on children's learning because she lacks an awareness of children's development elsewhere.

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

Children are confident and well motivated, and show they have a secure sense of belonging in the childminder's care. The childminder knows children's individual needs because she works closely with parents to gain information and understanding regarding their child's specific requirements. The childminder offers sessions prior to children starting to enable them to settle in at their own pace. This supports children's emotional well-being as they enter her care. Children have close, trusting relationships with the childminder. For example, they welcome her in their play, listen to her as she offers them ideas, or gives them directions on getting ready to go outdoors. Children also show fondness towards

their friends, such as when they cuddle each other to say they are sorry after a dispute over sharing toys. This demonstrates children's emotional well-being is well supported by the childminder.

The indoor environment is safe and welcoming, although the adequate range of resources is stored away in a closed cupboard. Risk assessments and safety measures are in place, allowing the children to move safely and freely in the areas used for childminding. For example, children know where to locate their coats and shoes in preparation to going out, and go to the toilet independently. Children show appropriate awareness of road safety when they go out with the childminder. This is because the childminder explains potential risks to children, and checks out their understanding of road safety as they take walks in the community. The childminder takes steps to ensure children are under her supervision when she drops off and collects them at other settings they attend, such as nursery and school. She ensures she supervises the handover of the children to staff within the settings so each child remains safe.

Children's good health and well-being is generally protected. For example, the childminder ensures that children wash their hands after using the toilet and prior to having meals. She provides children with fresh fruit and drinking water to snack on. The childminder guides parents to provide healthy meals and snacks for their child to promote their healthy lifestyles. She discusses healthy eating and changes in children's eating habits with parents regularly to enable her to meet their differing needs.

The childminder provides children with daily opportunities to take part in physical play and spend time outside in the fresh air. For example, they access a range of wheeled toys and balls in the garden, use the nearby park area, or take walks in the local community. This offers opportunities for children to learn to manoeuvre wheeled vehicles, and learn about their local environment.

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

The childminder demonstrates a suitable understanding of safeguarding children. She sufficiently identifies possible signs that may indicate a child is at risk and is aware of the procedures to follow in the event of a concern regarding children's welfare. The childminder demonstrates a sufficient understanding of her responsibility to meet the legal requirements of the Early Years Foundation Stage. She knows that children must be closely supervised at all times and implements appropriate ways of doing so to safeguard children. The childminder has a range of policies and procedures which reflect her practice, and which she uses to promote children's welfare. The childminder has the required documentation in place to support children's welfare. These include attendance records, children's details, accident records, parental consents, and incident records. Appropriate checks are undertaken on all persons over 16 years living in the home to help to protect children. The childminder completes risk assessments of the home and garden, and of outings, which helps to ensure children are safe.

The childminder is aware of the benefits of sharing information with parents and other providers of settings that children attend. However, links with other settings are not robust; there is a lack of a good two-way exchange of information to support continuity in children's ongoing learning and development.

The childminder has made a basic start to using a self-evaluation system to highlight some strengths and weaknesses of the service she provides. However, the childminder does not use evaluation robustly to drive improvement in her practice and the outcomes for children. The childminder has made some improvements since her last inspection, and following concerns raised to Ofsted. For example, the childminder protects children's safety and records any accidents appropriately. However, the childminder has not made good progress in improving her observational assessment and planning. As a result, she is unable to plan and monitor the effectiveness of the educational programmes to ensure children make consistently good progress over time.

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	118811
Local authority	Havering
Inspection number	813570
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	02/07/2009
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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