

Inspection date	12/01/2015
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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 patient, caring and affectionate towards the children. Children settle well because she builds strong attachments with them.
- The childminder plans fun-filled activities to promote children's development and progress. She provides a good range of resources and incorporates children's interests, to promote development in all areas of learning.
- The childminder has a good knowledge of safeguarding children and has sound procedures for assessing and managing risks in the childcare environment.
- The childminder works closely with parents and provides opportunities for them to contribute to their children's learning at home.

It is not yet outstanding because

- The childminder does not consistently promote children's independence at every opportunity. Therefore, they do not always learn to do things for themselves.
- The childminder's displays are not all easy for children to see, so do not help them to learn about their routines and house rules.

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 the childminder's interactions with the children.
- The inspector spoke with the childminder and the children.
- The inspector took account of parents' views by reading their comments and feedback.
- The inspector sampled a range of documents, including policies and procedures, suitability records, risk assessments and children's developmental records.

Inspector

Jennifer Forbes

Full report

Information about the setting

The childminder registered in 2010. She is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children. The family lives in a semi-detached house in Woodford Green, in the London Borough of Redbridge. The childminder uses the ground floor and a first-floor bathroom for childminding. There is an enclosed garden for outside play. Access to the premises includes four steps that lead up to the front door. Access to the rear of the property is by means of a shared drive and one step. The childminder has a childcare qualification at level 3. The childminder operates Monday to Friday, from 8am until 6pm, all year round. The childminder walks or drives to the local schools to take and collect children. She attends toddler groups and activities at the local children's centre. The childminder takes children to the local parks and library. There are currently two children in the early years age group on roll and two school-aged children. The childminder cares for children who are learning to speak English as an additional language.

What the setting needs to do to improve further

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

- strengthen the organisation of visual displays to help children learn to understand about their routines and the house rules
- promote children's independence at every opportunity, so that they learn to do more things for themselves.

Inspection judgements

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

The childminder understands how to promote the learning and development of young children. She has a good knowledge of the areas of learning of the Early Years Foundation Stage. The childminder carries out regular observations of children's play that she uses to assess their progress and plan for their continued development. She identifies the next steps in children's learning and incorporates their particular interests into her planning. Therefore, she plans interesting and challenging activities and experiences that promote children's development. The childminder obtains information from parents when children first begin at the setting, to help her to identify the children's levels of development from the beginning. This helps her to track their development and aid their progress towards the early learning goals. She carries out the required progress checks for two-year-old children and shares these with their parents to promote continued development. The childminder produces a learning journal for each child. These records contain her

observations and assessments, photographs of children engaged in learning activities, progress reports and examples of children's work. The childminder shares these journals with parents and encourages them to become involved in their children's learning. These measures help her to promote children's learning and development effectively.

The childminder engages children in conversation throughout the day which helps to enhance their developing skills in communication and language. She offers explanations and instructions to promote understanding. She asks useful questions that encourage children to think and respond. The childminder helps children who are learning to speak English as an additional language, by promoting children's home languages during play and liaising with parents. The childminder provides a good balance of adult-led and child-initiated play activities. She provides good opportunities for children to use their imaginations and develop their physical skills through play. For example, children jumped into a basket of coloured see-through scarves and imagined that these represented water. They took the scarves into a play tunnel and wriggled about on them pretending they were swimming. The childminder helps children to develop the coordination of their small muscle movements by providing activities such as play dough, cookery and painting. Children learn simple mathematics as they choose colours, make shapes and count the blobs they paint on the paper.

Children are free to choose from an array of good-quality resources that the childminder clearly labels with words and pictures. Therefore, she helps children to learn that words have a meaning. However, although the childminder displays her house rules and routines, they are not as easy to see and are presented only in words. Therefore, these are not as easy for children to understand and follow. The childminder encourages children to select books when they settle down for a quiet reading time. Books are freely available to the children, in two dedicated cosy book areas where children relax on cushions to listen to a story. These opportunities help to develop children's early reading skills. The childminder extends children's learning by recalling previous activities to help them make links and develop their memory skills. For example, children chose a story about a crocodile swimming in water. The childminder reminded the children of the game they played earlier when they were pretending to swim through the tunnel. The childminder helps children to learn the skills they will need when they move on to other settings, or school.

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

The childminder provides a safe and welcoming environment, where children feel secure and protected. Children are safe because the childminder carries out daily risk assessments of the childcare environment and outings. She analyses the benefits and drawbacks of the risks. For example, on a trip to a farm she compared the benefits of the trip to the children and the hazards they might encounter before venturing out. Children learn to keep themselves safe as the childminder explains the reasons for her house rules and encourages them to remember these. For example, she asked them why they must remember to walk and not run inside the house and to sit still when eating. Therefore, she is effective in teaching them about personal safety. The childminder makes sure that

external doors remain locked when children are in the setting and that all visitors' identification is checked. The childminder practises fire drills regularly with the children to ensure they know what to do if an emergency occurs. These measures clearly help to promote children's safety.

The children's confident behaviour demonstrates that they feel settled and content in the childminder's care. They form close and affectionate bonds with the childminder and frequently go to her for cuddles. The childminder is a good role model for the children and she teaches good manners. She works closely with parents and shares good behaviour management techniques, which helps the children to feel secure and develops their self-esteem. She encourages and praises children in order to promote positive behaviour. The childminder takes children out every day for fresh air and exercise. Children play on a variety of outdoor play equipment in the childminder's garden and they regularly go to the local park and library. They have frequent opportunities to socialise with other children and adults, in groups and in the local community. These experiences, and the childminder's diverse resources, help children to learn about differences in people and society.

The childminder provides a healthy, nutritious diet for the children and they enjoy fresh fruit for their snack. Children are encouraged to feed themselves and serve their own drinks. However, at times, the childminder does not provide the maximum opportunity for children to develop their independence skills. For example, they did not put on their own aprons or serve their own lunches. Children learn good hygiene routines. The childminder ensures that they wash their hands after activities and before they eat food. She provides paper towels for them to dry their hands and the children know where to dispose of them. The childminder manages nappy changing in a hygienic manner and children with particular medical needs receive sensitive care. Children learn about other settings and going to school, when they interact with older children in the setting. They also become familiar with the school environment on their daily journey to take and collect children with the childminder.

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

The childminder has a secure understanding of the requirements of the Early Years Foundation Stage. She understands how young children learn and she regularly undertakes written observations, which she uses to plan for the next steps in children's learning. The childminder plans for children's development and tracks their progress using developmental guidelines. The childminder writes regular reports and shares them with parents. She works closely in partnership with parents, giving daily updates about children's care routines and the activities they enjoy. She also encourages parents to promote their children's learning at home. The childminder evaluates the activities she provides to ensure they meet children's individual needs. She is ready to exchange information with other settings that children attend, in order to share good practice and ensure continuity of learning. The childminder has links to a variety of professionals at her local children's centre. She understands the support available should she need to seek

advice or signpost parents for appropriate guidance.

The childminder has effective policies and procedures, which she shares regularly with parents. She has a clear safeguarding policy, which includes information on the procedures to follow should there be any allegations against her. All members of the childminder's family have undergone Disclosure and Barring Service checks to ensure they are suitable to have contact, and work, with children. The childminder has a policy on the use of mobile phones and cameras and she asks all visitors to her setting to sign the register. The childminder has a very good understanding of safeguarding and child protection. She has completed safeguarding training and is keen to extend her knowledge by attending further courses. The childminder has a qualification in childcare at level 3. She has completed all the necessary mandatory training, including for paediatric first aid, and she has a certificate in food hygiene. The childminder is well organised and keeps good records that ensure that any information needed is readily accessible, and confidentially stored.

The childminder regularly asks parents to provide their views in the form of a questionnaire. She uses parents' views to help her to analyse the strengths and weaknesses of her setting. Parents are positive in their comments and say they are happy with the care given to their children. The childminder demonstrates a strong commitment to improve and develop her service. She is keen to work with staff at local schools to help children who are moving on to feel secure and safe, and to have the knowledge they need to progress.

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	EY413183
Local authority	Redbridge
Inspection number	895198
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	not applicable
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

