

Inspection date	10/10/2014
Previous inspection date	30/10/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 builds close and caring relationships with the children. They settle well and they feel secure and welcome in the setting.
- The childminder gathers information from parents about children's abilities when they first attend the setting. He uses these, along with his own observations, to identify the next steps in children's learning and to ensure that children make good progress.
- The childminder has a good understanding of his responsibility to safeguard children. He uses clear policies and procedures that he shares with parents, to promote children's safety and well-being.
- The childminder works in partnership with parents to ensure that all children receive the help they need to progress and succeed in their learning.

It is not yet outstanding because

- There are few positive images of people of various abilities and cultures in the setting. Therefore, the childminder does not take every opportunity to help children learn to respect and value differences in society.
- Children have fewer opportunities to develop their larger physical skills within the childcare setting.

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 children engaged in activities indoors and outdoors.
- The inspector spoke with the childminder, his co-childminder and the children.
- The inspector took account of parents' views by reading parent comments and feedback.
- The inspector sampled a range of policies and procedures, suitability records, risk assessments, children's development records and other relevant documentation.

Inspector

Jennifer Forbes

Full report

Information about the setting

The childminder registered in 2009. He is registered on the Early Years Register and the compulsory part of the Childcare Register. He lives with his wife and three adult children, in a maisonette, in Canning Town in the London Borough of Newham. The childminder uses the ground floor of the premises and the upstairs bathroom for childminding. There are toilet facilities downstairs and an enclosed garden for outdoor play. The childminder walks to the local schools to take and collect children. He attends groups at the children's centre and takes children to the local parks. The childminder operates from Monday to Friday, from 7.30am until 7.30pm, all year round. There are currently four children attending who are in the early years age group and eight school-aged children. The childminder works with his wife who is also a registered childminder and their three sons as occasional assistants. They offer flexible childminding hours, including some weekends and overnight care. The childminder is caring 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:

- Increase opportunities for children to see positive images of people of various abilities and cultures, to help them learn to respect and value differences in society.

- Strengthen opportunities for children to use their larger muscles in physical play within the childcare setting.

Inspection judgements

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

The childminder has a good understanding of the seven areas of learning of the Early Years Foundation Stage. He gathers information from parents to help him to assess children's abilities when they first attend the setting. He observes children weekly and assesses their progress to help him identify the next steps in their development. He plans for children's future development by incorporating these next steps in learning and their individual interests. The childminder produces individual learning journals for each child where he records information about their development and progress. The childminder includes photographs of children engaged in learning activities that he links to his observations. He shares this information with parents on a monthly basis to gain their feedback, and shares planning and home experiences with them to ensure their children's continued learning. The progress check for children aged two years is prepared and shared with parents who are encouraged to add their own comments. This shared

approach helps to ensure that children make good progress.

The childminder works closely with parents, and shares ideas and activities that parents can do at home to further enhance their children's development. Parents provide words and phrases in their home languages. This input helps the childminder to promote the language abilities of children who are learning to speak English as an additional language. The childminder uses clear language and introduces simple vocabulary, to help children to understand and learn to speak English well. The childminder ensures there is a good balance of adult-led and child-initiated activities available, indoors and outdoors. The childminder extends children's learning as they play, developing their natural curiosity and imaginations. The childminder supports children's communication and language development well by engaging them in meaningful conversation. He asks useful questions to develop their thinking and ability to solve problems. For example, as children filled and emptied water containers, the childminder introduced a container with holes and asked them what they thought might happen if they poured the water into it. Children were excited and said, 'It's raining' as they watched the water flow through the holes and tried to catch it with their hands.

The childminder promotes children's physical development, for example, when he takes them out to the nearby park every day to use the large climbing apparatus. However, there is less opportunity for children to practise large muscle movements within the setting, owing to fewer physical resources. He encourages their finer physical skills by providing activities that encourage them to use their hands. Therefore, children develop good hand control, ready for holding a pencil and writing when they move on in their learning and to school. The childminder teaches children mathematical concepts, such as volume, weight, colours, shapes and counting. For example, children learn about volume, and they strengthen their fingers, as they soak up water with large sponges and squeeze them into containers. They learn how much water their containers will hold and how they become heavier and lighter as they fill and empty them. The childminder makes the activity even more fun by introducing competition and adding different utensils. Children race each other to see whose container fills up fastest and this supports their personal, social and emotional development as they learn to win and to lose.

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 form close, positive relationships with the childminder and his family. They demonstrate a strong sense of security because the childminder works closely with their parents to ensure they receive continuity in their care and learning. Children are eager for their friends to come and join in their play. They wait in anticipation of their friends arriving at the setting and call out, 'Here he is' when they arrive. Children learn to share the toys and take turns at their activities. They learn to be kind and helpful to each other. The premises and resources are clean and children learn to tidy away their playthings to ensure they stay safe. Children's behaviour shows that they feel settled and content. The childminder is a good role model for the children as he leads by example, teaching good manners, and promoting positive behaviour through praise and

encouragement.

Children feel safe and secure in the childminder's care. They are safe because the childminder carries out daily risk assessments of the childcare environment and outings. Children learn to keep themselves safe, for example, as they listen to the childminder's warning not to spill water on the floor, which might cause them to slip. The childminder helps the children to practise fire drills regularly to help them understand what to do should an emergency occur. The childminder ensures the children stay healthy by providing fresh fruit for their snacks and a regular supply of fresh drinking water. He understands when children need to rest and sleep, and provides each child with clean personalised individual bedding. Children learn to be independent and are encouraged to feed themselves. Children know when it is time to wash their hands after activities and before eating. The childminder encourages children to put on their own coats and collect their own bags when they are leaving to go to nursery school.

The childminder takes children out regularly for fresh air and exercise. Children have free access to the childminder's garden, and they regularly go to local parks and play centres. Children choose from clearly labelled boxes of good quality resources. They collect natural resources for creative activities to enhance their understanding of the world. Children have frequent opportunities to socialise with other children and adults in groups within the local community. However, there are not many resources in the childcare environment showing positive images of people from a variety of backgrounds and abilities. This means that children do not have frequent opportunities to learn to respect and understand the many differences in society. The childminder ensures that he prepares children well for school. For example, they interact with older children and learn about the school environment on their daily journey to take and collect them.

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

The childminder has worked very hard to meet the actions set at his last inspection and to develop his knowledge and understanding of the requirements of the Early Years Foundation Stage. He has worked in partnership with his local authority development team and has undertaken additional training to improve his knowledge and skills. He regularly undertakes written observations and assessments of the individual children in his care and plans for the next steps in their learning and development. The childminder monitors and evaluates the activities he provides to ensure they meet children's individual needs. The childminder works closely in partnership with parents, giving daily reports about children's care routines and the activities they enjoy. He sends regular email updates to parents and shares monthly reviews of their children's progress. The childminder has effective policies and procedures, which are up to date and discussed with parents. He has a clear safeguarding policy, which includes a policy on the use of mobile phones and cameras in the setting.

The childminder has a good understanding of safeguarding and child protection. He knows what to do if he should have concerns about a child's safety or well-being. He has

completed safeguarding training and is keen to extend his knowledge by attending further courses. He has completed all the necessary mandatory training, including paediatric first aid. The childminder is well organised and keeps well-maintained records that ensure that any information needed is readily accessible, and confidentially stored. The childminder is ready to exchange information with other settings the children attend in order to share good practice and ensure continuity of learning. The childminder has links to a variety of professionals at the local children's centre. He understands the support available should he need to seek advice or signpost parents for appropriate guidance.

Parents are encouraged to give feedback on the service the childminder provides. Parents are positive in their comments about the care given to their children and they describe the service as being safe, reliable, friendly and flexible. The childminder demonstrates a strong commitment to improving his service. He has an extensive wish list of resources that he would like to provide, including a covered area for the garden to allow children to use the facilities throughout the year. He aims to introduce zoned areas representing all the seven areas of learning indoors and larger physical equipment for the outdoor area. Self-evaluation takes into account the views of parents, children and other professionals. The childminder understands his strengths and areas for development. He works in partnership with teachers from the local schools to help children who are moving on to ensure they are ready and have the skills they need to succeed.

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

Unique reference number	EY389800
Local authority	Newham
Inspection number	963341
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	30/10/2013
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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