

Inspection date	12/10/2012
Previous inspection date	25/06/2009

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 is satisfactory

- Children are happy and develop confidence and independence skills at the setting.
- The childminder uses observations to help her plan activities so children make sound progress in their learning.
- Parents receive useful information each day about their child's daily progress and what they have enjoyed at the setting.
- Children are provided with effective support to help them develop effective communication skills.

It is not yet good because

- The systems for risk assessing the home and outings are not robust.
- Parents are not provided with clear information about changes that affect their children's individual needs and do not contribute to initial assessments of children's starting points or share information about children's learning at home.
- Children do not have sufficient opportunities for group activities and sensory play.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 and minded child mainly in the living room and for a short period in the kitchen and bathroom.
- Policies and procedures were reviewed.
- Children's individual records and discussion took place regarding children's individual development.
- The inspector and the childminder discussed the use of assistants.

Inspector

Liz Corr

Full Report

Information about the setting

The childminder has been registered since 2008. She lives with her husband, sister and five-year-old daughter. The family live in a house in the Leyton area of the London Borough of Newham. Children have access to the ground floor and a garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding two children in the early years age group. Children in the later years also attend. The

childminder is registered to work with two assistants.

What the setting needs to do to improve further

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

- ensure risk assessments for the premises and outings are reviewed regularly and identify how risks will be removed or minimised
- improve the educational programme for expressive arts and design and personal, social and emotional development by a) providing a wide range of natural materials, resources and sensory experiences to enable children to explore colour, texture and space and b) providing opportunities for the child to play alongside others.

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

- use the observations made on children, to better assess their progress in the seven areas of learning
- improve engagement with parents to enable them to provide information about children's starting points on entry, to contribute to children's learning and keep them up to date with changes in minding arrangements that may affect their children's individual needs.

Inspection judgements

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

The childminder supports children's learning generally well. She provides a variety of activities to promote children's interests and their learning. Younger children enjoy some opportunities for role-play as they help themselves to dolls and handbags. The childminder supports their interests as young children begin to learn how to pretend. She provides them with opportunities to take their favourite toys to other areas of the home to help them feel settled, for instance during meal times or hygiene routines.

Children's language development is fostered through regular conversations during their play and during everyday routines. Younger children demonstrate their language skills as they are beginning to repeat their favourite songs independently. Their interest increases as the childminder joins in with them. They handle books with interest and enjoy helping themselves to the suitable range of age appropriate books available.

Children whose first language is not English are provided with appropriate support as the childminder displays words in their home language and uses familiar words during their play. The childminder provides appropriate opportunities for developing children's interest in numbers and counting as she introducing them to numbers in songs and rhymes and counting objects in their environment and on outings. Children are provided with appropriate support to help them to develop physical skills according to their age and stage of development. Consequently, toddlers develop appropriate skills to help them make progress and walk confidently around the setting. They enjoy opportunities to hold crayons and writing utensils as they make random marks with different strokes.

The childminder has discussions with parents during the settling in period about children's individual needs and interests. However, parents have not been asked to give information about children's starting points to help the childminder plan from the outset.

Parents are provided with some information about children's progress towards the early learning goals. The childminder uses observations to plan activities, but does not consistently assess children's progress under the revised areas of learning. Some parents add comments to these records providing the childminder with useful information about the children's individual needs. However, systems to encourage parents to share children's learning from home are not fully established.

The childminder has yet to implement the progress check at age two but has a sufficient knowledge of each child's individual development. She discusses any concerns about children's development with parents to support their needs. She has a suitable understanding of how to work in partnership with other services and agencies to support children's development.

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

Children are settled and happy here as they are provided with a suitable settling-in period. This ensures they have an effective transition from home into her care. The childminder follows their individual routines, which enables them to eat and sleep when they need to. Children are able to easily find their comforters, which helps them to feel secure.

Children behave well and are provided with suitable individual attention to meet their needs. They are reminded of the boundaries so they know what is expected of them. Furthermore, they are praised when they have done well. For example, when younger children find their shoes for the childminder to put on them after their naptime. Children enjoy opportunities to develop confidence and independence as they explore the play area while the childminder sits close by at the setting. However, the childminder has not planned the routine effectively for some children to develop confidence in group situations.

Children develop a sufficient understanding of healthy lifestyles as they are provided with opportunities to play outdoors in the childminder's garden and local parks. They receive

suitable home cooked meals including portions of fresh vegetables, which they are encouraged to eat. Children easily access their individual drinks of water when they need them.

Children have good space to move and play in the living room, which is organised with a satisfactory range of toys, and equipment some of which is easily accessible. Young children show interest in exploring and showing interest in their surroundings. However, equipment for younger children does not provide sufficient challenge for children to explore and experiment using a wide range of media to develop their senses.

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

The childminder demonstrates a sufficient commitment to improving her service. She is completing a degree in early childhood studies. She updates her childminding knowledge by attending some training through her local authority. The childminder is aware of how to access support and guidance through her local early years service. She has received guidance on the revised Early Years Foundation Stage. However, she has not organised training to update her knowledge and make improvements to her systems for observing and assessing children's development using the new areas of development. The childminder has completed a written self-evaluation however, she has updated this in line with the changes to the Early Years Foundation Stage framework.

The childminder has a satisfactory understanding of promoting children's safety. Regular risk assessments are undertaken in the home and generally these work well. However, they have not been used to identify some areas of risk. For example, toiletries are stored at a low level in the bathroom, which pose a potential risk to children. The childminder has devised some risk assessments for outings. Although supervision is constant, risks are not identified before outings but are recorded afterwards. This means in some cases outings to the park are cut short, as risks have not been identified beforehand.

The childminder has developed generally effective relationships with parents. She has developed useful record keeping systems, which she shares with parents so they are informed of her responsibilities as a childminder. Daily communication systems provide parents with useful information about their child's daily experiences. The childminder provides general information with parents about what their children have done and how they have eaten and slept. However, she has not been provided parents with sufficient information about plans for taking maternity leave. Consequently, this does not promote the efficient management of the setting and help parents to plan for the individual needs of their children.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	EY378246
Local authority	Waltham Forest
Inspection number	884787
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	25/06/2009
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 that are usually their 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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