

<b>Inspection date</b>	15/11/2012
Previous inspection date	29/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 knows children very well and is secure in her knowledge about children's individual needs, interests and developing personalities.
- Children take part in a range of outdoor experiences to promote their learning, physical skills and well-being.
- Children use a wide range of resources that support their interests, abilities and learning. As a result they make good progress.
- Children are happy and well settled at the childminder's home and form positive relationships with adults and other children. They show willingness to have a go, take risks and engage in new experiences available to them.
- The childminder has made significant improvements since her last inspection and has effectively met all previous actions and recommendations.

#### **It is not yet outstanding because**

- Partnerships with parents are good but they have few opportunities to contribute to their children's assessments. The childminder does not provide suggestions on activities for parents to extend children's learning at home

## 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 children during their play
- The inspector sampled documents including children's development records, policies and procedures
- The inspector had ongoing discussion with the childminder regarding her practice throughout the inspection
- The inspector observed the resources on offer and how they are organised to support children's learning
- The inspector read letters provided by parents for the inspection

## Inspector

Amanda Allen

## Full Report

### Information about the setting

The childminder registered in 1993. She lives and works with her husband, who is also a registered childminder. They live in Chingford in the London borough of Waltham Forest, within walking distance of shops, parks and schools. The ground floor is used for childminding and there is a purpose built play room. The fully enclosed garden is available

for outside play. The childminder is registered by Ofsted on the early years register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding three children in the early years age group.

### **What the setting needs to do to improve further**

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

- develop further the partnership with parents by providing opportunities to comment on children's assessments and suggestions to extend children's learning at home.

### **Inspection judgements**

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

The childminder has a good knowledge of the early year's foundation stage and provides a broad range of activities to stimulate children's interest in their learning. Children's language development is fostered through regular conversations at mealtimes and during care routines as well as story times. The childminder co-minds with her husband and they work together to provide a service to meet the needs of the children who attend. The children are carefully nurtured by the warm close relationships they have with the childminder and her husband. Children feel secure when making choices from the activities and resources provided. Children gain self-confidence and independence as they choose play activities, often becoming absorbed in independent exploration.

Children enjoy the company of the childminder and social interaction. The childminder spends time playing with children to support their learning. Children's coordination skills are promoted well. They enjoy playing with the wooden garage and watching cars slide down the ramp. While playing with the childminder they periodically give her a warm smile. Through practical routines children's independent skills are promoted well. Younger children are encouraged to feed themselves and support is given where needed. They are encouraged to dress and undress themselves. To also aid children's independence the childminder encourages activities to help them practice taking their shoes off and putting them on.

The childminder obtains detailed information from parents, about children's routines, likes and dislikes, and their starting points in their learning, determining what they can already do. This helps her settle children quickly, as well as providing them with new experiences that challenge their learning and development. She has a clear understanding of how children learn and closely monitors their progress towards the early learning goals. She

makes sure that her observation of what each child is learning is recorded and which developmental age band they are working within. This helps her to then plan her next steps for each child ensuring that she is able to move them forward and track their progress. Although all children make good progress, planning does not include opportunities for parents to comment and be fully involved. The childminder feeds back to parents on a daily basis but is not yet providing ideas and suggestions to continue with supporting children's learning at home. The childminder has yet to implement the progress check at age two but is able to identify where the children are in their stage of development and what they are able to do.

Children are learning to negotiate, to share and take turns when looking at books and when placing jigsaw puzzle pieces in the correct places. During meal times, children wait for each other to finish their meals before leaving the table and consistently use the words 'please' and 'thank you'. The childminder praises children for their 'super manners' at the meal table. They enjoy learning about the world around them through meaningful trips into the local community. For example, visits to the local parks and attending the local toddler groups and children's centres. This makes sure that learning is not confined to the home but they learn in all environments. This makes it fun and exciting for the children. Young children visit the nurseries, pre-schools and toddler groups regularly with the childminder, which supports them in becoming prepared for school; supporting a smooth transition for the child.

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

Children show strong bonds with the childminder and clearly feel safe and comfortable in her care. This gives them the confidence to independently explore their environment and learn to play alongside one another, developing good relationships. This helps to build their self-esteem and confidence. Children are well behaved and the childminder praises children for their achievements, which enables them, from a young age, to develop an understanding of right from wrong. Through practical routines children are also encouraged take turns with their friends. This means they are developing an understanding of co-operating with others. Children explore their environment confidently and they are well supervised during the day to support their learning and well-being.

Children look forward to their outside play where they develop their coordination and physical skills, while learning how their bodies benefit from healthy exercise. The children enjoy learning to plant, grow and care for their fresh fruit and vegetables in the garden. They follow the growth cycle and excitedly tell the unknown inspector how they enjoyed eating the broad beans they had 'grown'. The childminder talks to children about drinking plenty of water and eating fresh fruit and balanced meals. Children learn personal hygiene through daily routines. Children independently address their personal hygiene needs and dress themselves. This helps them to prepare for school and gives them the confidence and core skills required to aid smooth transitions. Children learn about their own safety as they cross roads safely and practise regular fire evacuation drills.

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

The childminder shows a secure understanding of child protection issues. She has attended safeguarding training to increase her ability to keep children safe. Since the last inspection the childminder has made significant improvements to the service she provides. Risk assessments are carried out on the home and for all trips. The childminder demonstrates a good understanding of her responsibilities in keeping children safe during an emergency. She holds a current first aid certificate. This means that she can give appropriate treatment if there is an accident to a child in her care. All accidents are recorded and parent sign the accident book on collection. Written permission is in place for her to seek emergency medical treatment for all children. All adult members of the household hold full Criminal Records Bureau checks and the childminder has a good understanding of how to protect the children from non-vetted visitors to the home. The childminder provides parents with clear policies and procedures so they understand about the service she offers

The childminder consults with parents through a daily feedback and questionnaires to ask if they are happy with the service she provides. She responds positively to any suggestions, enabling parents to be involved in the evaluation of her provision. Partnership with other agencies, such as the local schools, supports the care of older children. The childminder is aware of the importance of partnership working with external agencies to secure appropriate interventions if the need arises. The childminder reflects and evaluates her practice and clearly identifies her strengths and has highlighted weaknesses in her practice. She is interested in attending more training for the early year's foundation stage to continue to improve the service she is providing.

**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

<b>Unique reference number</b>	156149
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	888007
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/03/2011

## Telephone number

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto: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 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.

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

