

<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**

- Children are well settled at the childminder's home and have formed positive relationships with the childminder's family and their peers.
- The childminder knows children very well and is secure in his knowledge about children's individual needs, interests and developing personalities.
- The outdoor learning environment provides children with opportunities to extend their learning of how things grow.
- Younger children's emerging independent skills are appropriately supported by the childminder supporting their learning.

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

- Partnerships with parents are good, but they have few opportunities to contribute to children's assessments, and are not provided with suggestions 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 his 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 and cards provided by parents for the inspection

## Inspector

Amanda Allen

## Full Report

### Information about the setting

The childminder registered in 1984. He lives and works with his wife who is also a registered childminder. They live in Chingford, in the London borough of Waltham Forest, within easy walking distance of shops, parks and schools. The ground floor is used for childminding. There is a purpose built play room and a fully enclosed garden 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. He is currently minding three children in the early year's 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 suggestions to extend children's learning in their home and enabling them to contribute to children's assessments.

### **Inspection judgements**

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

The childminder has a well developed knowledge of the Early Year's Foundation Stage framework and provides a range of activities cover all areas of learning. He encourages children to extend their language at story time; as well as regular conversations throughout the day. The children enjoy close relationships with the childminder and this enables them to feel safe and emotionally. Children are confident and make choices in their play. They soon become 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 enjoy playing with the wooden garage and watching cars slide down the ramp. The childminder extends learning by building on their play by blowing bubbles as the children take the cars to the 'car wash'. Children's independent skills are promoted well during daily routines. They are encouraged to feed themselves with the childminder provides help as needed. Children learn to dress and undress themselves and practice taking their shoes off and 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 him to settle children quickly, as well as providing them with new experiences that challenge their learning and development. The childminder has a clear understanding of how children learn and he closely monitors their progress towards the early learning goals. He carries out observations of the children and to assess their development to enable him to plan activities to move them forward and track their progress. Children are making good progress, but parents are not given opportunities to contribute to children's developmental records and be involved. The childminder feeds

back to parents on a daily basis but does not always provide ideas and suggestions to support children's learning at home. The childminder is aware of the two-year-old progress and intends to implement this as required.

Children are learning to negotiate with each other, to share and take turns when looking at books and when placing jigsaw puzzle pieces in the correct places. Meal times are a sociable event and children wait for each other to finish their meals before leaving the table. Children are polite and well mannered and the childminder praises their behaviour.

Children enjoy learning about the world around them through meaningful trips into the local community. They visits local toddler groups and children's centres, where their learning is extended. The childminder helps their transitions to school and nursery as they visit these regularly, to help prepare them for the next stage of their learning.

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

Children are happy and confident with the childminder and clearly feel safe and comfortable in his 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. The childminder supervises the children well. They explore their environment confidently and they are effectively supported in 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. They learn about their own safety as they practise crossing the roads on outings and through reinforcement and explanation from the childminder. The children enjoy learning to plant, grow and care for fresh fruit and vegetables in the garden. They follow the growth cycle and excitedly talk about how they enjoyed eating broad beans they had grown. The childminder encourages the children to drink plenty of water and eat fresh fruit and balanced meals. Children's self-help skills develop well as they independently address their personal hygiene needs and dress themselves.

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

The childminder shows a secure understanding of child protection issues. He has attended safeguarding training to increase his ability to keep children safe. He keeps his home secure and makes sure children learn safe practices, such as regular fire evacuation drills.

The childminder has made significant improvements to the service he provides. Risk

assessments are carried out on the home and for all trips. The childminder demonstrates a good understanding of his responsibilities in keeping children safe during an emergency. The childminder provides parents with clear policies and procedures so they understand about the service he offers

The childminder liaises with parents on a daily basis. He uses questionnaires to involve them in the evaluation process and ask if they are happy with the service he provides. 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 but has not yet had reason to try to establish these partnerships. The childminder reflects and evaluates his practice and is able to discuss clearly his strengths and has highlighted weaknesses in his practice. He is interested in accessing more training for the early year's foundation stage to continue to develop the service he 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>	403949
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	814284
<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
<b>Telephone number</b>	

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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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