

Inspection date

Previous inspection date

21/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 feel safe, they are happy and have made friends with one another.
- The childminder has a good understanding of how to promote safety in of the children in her care. she has assessed the risks to her home well and has minimised these so children are able to use all areas of the downstairs in their play.
- Children enjoy playing with the wide-range of toys and activities. They explore mathematics and expressive arts. As a result, within these areas they are in line with their age and stage of development.
- The childminder has made some improvements and she demonstrates a commitment to making continuous improvements to her provision.

It is not yet good because

- The childminder does not gather enough information about what children know and achieve to plan for their next steps, to extend children's learning.
- The childminder does not make good use of both planned and unplanned opportunities to enhance and extend children's learning in some areas of learning.
- The childminder does not obtain written parental permission for medication and does not keep records of all medicine administered to children.

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 spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at children's profiles, children's records, risk assessments and a portfolio.
- The inspector took the views of one of the parents.
- The inspector observed activities in the living room.

Inspector

Lynn Wordsworth

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Leytonstone in the London borough of Waltham Forest and uses the whole of the downstairs area and enclosed rear garden for her childminding. She attends a local childminding group at the local playgroup and takes children to other activities. She collects children from local schools.

The childminder currently has five children on roll. Two are in the early years age group who attend for a variety of sessions, and three are school-age children who attend after school and during school holidays. The childminder is open all year from 7am to 10pm, Monday to Friday. She also offers weekend care. The family have two pet cats.

What the setting needs to do to improve further

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

- develop the educational programmes for communication and language and personal social emotional development by using unplanned opportunities and planned times for children to develop their speaking, self-confidence and awareness.
- assess each child's progress across all seven areas of learning in relation to their age and stage of development and use this information to plan for next steps for each child.
- ensure prior written parental permission for each and every medicine is in place before any medication is given and keep written records of all medicine administered to children.

Inspection judgements

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

The childminder has some knowledge and understanding of the areas of learning and provides a range of activities that capture children's interests and hold their attention as they play. Children's language development is fostered through regular conversations during the day as well as outside when walking within the local community. Some children's vocabulary is slightly below the developmental stage for their age. Children are mimicking familiar words the childminder say's such as 'come on'. However, the childminder does not consistently encourage children to extend their vocabulary.

Children enjoy turning a variety of shapes to see if they fit into posting boxes encouraging their problem solving skills. The childminder ensures that children have some uninterrupted time to play and explore. For example, they independently look through books and talk about the pictures. Children's mathematical skills are promoted by counting, and some children recognise and name numbers. This shows they are gaining an understanding of number sequencing. Children's enjoyment of expressive arts is

supported through painting activities, feeling different textures and enjoying favourite songs and rhymes. Children make sound progress in their learning, and this helps them to be prepared for school.

The childminder has yet to implement the progress check at age two but is generally able to identify if children need any further support with their well-being. Observations on children are developing but focus on what they do rather than planning for next steps in each child's learning. Although children make progress in the majority of areas, planning is less well organised to encourage children to find their own ways to develop their critical thinking.

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

Overall, children feel secure with the childminder who takes care to ensure they are safe and secure. Children enjoy cuddles and comfort the childminder offers and she is caring. Overall, children are happy in the childminder's home who arranges a good selection of toys and activities. However, some children have difficulty separating from their main carer. At times, the childminder misses opportunities to provide activities based on their interests, to prevent upset and make the settling easier.

The childminder monitors the children's health and development and the majority of required records and documentation to support children's well-being are in place. Children are friendly, play alongside each other, share and work out how to fit the train together. They enjoy a range of healthy, balanced, nutritional home cooked meals and develop good self-care skills by spooning well. They always have water or weak juice available so they do not become thirsty. Children are encouraged to develop healthy lifestyles with a strong focus on outdoor activities, including regular trips to the park and riding energetically on wheeled resources at the local playgroups.

Children are gaining an understanding of their own safety as they practise the fire drill and the childminder has working fire detection equipment in her home. The childminder promotes road safety and stranger-danger when they go on outings.

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

The childminder has an understanding of the safeguarding and welfare requirements and children's safety is promoted. However, some children have required medication and the childminder has not obtained prior written parental permission for this medicine. Furthermore, a written record of the medication administered has not been recorded. These are breaches of requirements, and means that the childminder does not meet the requirements for the Childcare Register.

The childminder has good commitment to improving her service through attending training, and she is planning to attend the revised Early Years Foundation Stage training.

However, she is yet to address all aspects of weakness in her provision. The childminder is at the early stages of using observations to monitor the educational programme for children. She has made improvements, re-arranging toys, creating more space in the living room to enable children to play safely.

The childminder has positive relationships with parents. She regularly shares information about children's routines and the activities they enjoy. The childminder supports parents whom speak English as an additional language by speaking slowly and using gestures. She also ensures she gains basic words in their home language to support each child. Parents speak highly of her care whilst their children are settling. The childminder is aware of promoting a continuity of children's care when they attend other early years providers.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- take action as specified in the early years section of the report.
- take action as specified in the early years section of the report.

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	EY384651
Local authority	Waltham Forest
Inspection number	786006
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	Not applicable
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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