

Inspection date	25/09/2012
Previous inspection date	25/09/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 provides purposeful activities and makes good use of resources to support children's learning and development.
- Children's fine hand movements are developing well. They are competent when using small equipment, such as scissors and glue sticks.
- Children understanding of numbers and their counting skills are developing well. They show that they understand numbers through practical activities
- A strong partnership between the childminder and parents promotes consistency of care and contributes to children's well-being.

It is not yet outstanding because

- Risk assessments carried out in the bathroom are not yet sufficiently robust.
- Children are not yet provided with opportunities to recognise and understand shapes and patterns through practical activities.

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 discussed how she would use the Evaluation Schedule, making the childminder aware of the grade descriptors and the range of judgements that she would make during the inspection.
- The inspector sampled a cross section of the childminder's documentation and records
- The inspector carried out a joint observations with the childminder on a children's craft activity, sharing the childminder's findings and the inspector's observations
- The inspector observed the childminder's resources, activities and premises.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

The childminder registered in 2012. She lives with her school age daughter in Leyton in the London Borough of Waltham Forest, close to shops, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding purposes. The bathroom is located on the first floor of the premises. The childminder has

three cats.

The childminder is currently minding three children in the early years age range, all of whom attend on a part time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She collects children from local schools and goes to several toddler groups regularly. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- draw children's attention to shapes and patterns in activities and daily routines so that they understand shapes and patterns.
- strengthen the procedure for conducting risk assessments in order to fully identify and eliminate potential hazards in the bathroom.

Inspection judgements

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

The childminder knows the children well from the information obtained from parents. She uses this knowledge to develop close relationships with all children. Children feel a sense of belonging because the childminder provides them with pegs to hang their coats. The childminder provides a well organised environment where children have easy and safe access to toys, thus enabling them to make choices about their play. Children have good opportunities to learn about themselves, each other and the wider world through planned activities, books and posters and toys that depict positive images of race and culture.

The childminder provides children with many opportunities to play alongside and with other children through weekly visits to the local children's centre and toddler groups. This contributes to promoting children's social development. Children's fine hand movements are developing well. They use a range of small tools when making marks and during creative activities. Children hold scissors correctly and the childminder gently reminds them to use the scissors safely. Outings to the parks where there are large physical play equipment give children lot of opportunities to practise and develop their physical skills.

The childminder provides children with a good selection of books. This enables children to develop a healthy interest in books. The childminder uses familiar stories to help children

to become involved during story time. She focuses their attention on prediction, thus developing their thinking skills and extending their vocabulary. For example, observation records show that more able children receive support to predict the ending of their favourite story, which includes, 'Goldilocks and the three bears'. This means that children are beginning to express their own ideas on how the story should end. The childminder display posters depicting numerals and shapes at children's level so that they can easily see them.

Older children can recognise numbers one to five and are beginning to represent numbers using their fingers. Younger children can recite numbers one to five in order, use numbers two and three in their play and select two pebbles from a group when asked to do so. This is because the childminder provides regularly opportunities for children to count and understand numbers in play and planned activities. However, the childminder does not always draw children's attention to shapes and patterns during activities and in their environment so that children can notice simple shapes in their paintings and collage work.

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

The childminder gathers relevant information from parents before children are placed in her care and she uses this to ensure that children's routine care is ready when they start. The childminder work with parents to arrange a settling-in programme suitable for the needs of the child. This supports children's emotional well-being. The childminder creates a spacious and well organised environment that meets with the needs of the children. For example, children have access to the front room where they can relax and sleep in comfort. They can also play and participate in creative activities in the rear room.

Children benefit from lots of praise and encouragement that helps to promote their self-esteem. They are beginning to learn right from wrong through gentle reminders, explanation and when the childminder draws their attention to a picture display of the house rules. This encourages children to respond effectively to guidance and request for good behaviour. Children have access to resources that reflect positive images of diversity, which provide a positive outlook of the wider world.

Children play in a clean environment and they demonstrate their secure understanding of the importance of good personal hygiene. For example, they put their hands on their mouths when coughing. Older children demonstrate their growing independence as they remove their coats when they come in from school, wash their hands after visiting the toilet and help themselves to drinking water when they need to.

The children receive a good range of nutritious meals that cater for their specific dietary requirements. For example, the childminder cooks soya mince bolognese sauce, with pasta and fresh vegetables. Children take part in practising the emergency evacuation procedure with the childminder. This means that they are learning about what they need to do in the event of an emergency. Also, observation assessments and activity plans indicate that children are given good support to learn about road safety.

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

The childminder demonstrates good knowledge and understanding of child protection and safeguarding issues, including the procedures to follow if she has any concerns about a child in her care. Risk assessment and visual checks are conducted on a regular basis enabling the childminder to identify and address potential hazards. In the main, the childminder keeps the children generally safe; although in the bathroom the childminder has not yet taken account of the length of the light cord and the position of the toilet roll holder, which protrude outwards. The childminder has put in place effective procedures for outings that promote children's safety and she helps children to understand how to keep themselves safe when on outings. The childminder holds a current paediatric first aid certificate and there is a fully stocked first aid box on the premises, which enables her to treat children appropriately if there they sustain a minor injury. The childminder maintains mandatory records that effectively support the well-being of the children.

The childminder has a secure understanding of the learning and development requirements. She uses the Development Matters in the Early Years Foundation Stage guidance to measure where children are at in their stage of development. The childminder makes regular observations of children, records and evaluate their achievements, and uses this information to plan the next steps in children's learning. Written activity plans clearly show that the childminder offers children a good range of activities to develop their knowledge, understanding and skills in the seven areas of learning. The childminder competently interacts with the children during activities through questioning, explaining and showing by example. Subsequently, children make good progress in their learning and development.

The childminder works closely in partnership with parents to ensure children's care needs are met. She provides parents with her policies and procedures at the start of the children's placement, ensuring that parents are well informed about the provision. There is a frequent flow of information on a daily basis, via varied means of communication, which includes a daily diary and text messages. This helps to provide children with consistent care between home and the setting. The childminder has started to encourage parents to share their views about the service she provides for them and their children. Parents' written comments indicate that they are very happy with the care their children receive from the childminder.

The childminder understands the importance of linking with other practitioners and professionals in the lives of the children and is beginning to exchange information with the school to promote continuity of care. The childminder demonstrates ambition and a drive to maintain continuous improvement for children through attending training courses and gaining support from the local authority and other childminders. She reflects on her practice and has identified her strengths as well as the areas to develop for the future.

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	EY440216
Local authority	Waltham Forest
Inspection number	903362
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	25/09/2012
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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