

<b>Inspection date</b>	17/01/2013
Previous inspection date	09/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- The childminder continually talks to children so they learn new words and develop their vocabulary.
- The childminder and her family have close relationship with children so they feel safe and secure in their surroundings
- Children are confident. They enjoy exploring new surroundings which helps them in preparation for nursery
- The childminder risk assesses all areas of her home and outings. Children are learning about their own safety in their surroundings

#### **It is not yet good because**

- Planning does not provide children with opportunities to develop an understanding of number
- Self evaluation is still at the early stages and not all areas for development have been identified
- Assessment of children's learning does not inform planning for their next steps
- The childminder does not encourage children in challenging their own ideas

## 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 reviewed the documentation relating to safeguarding, child records and planning documentation
- The inspector observed activities in the main downstairs room
- The inspector spoke to the childminder at appropriate times throughout the inspection and accompanied her on a visit to the local church for activities at a play group session
- The inspector and childminder carried out a joint observation at the playgroup
- The inspector spoke with the childminder about her systems of self-evaluation

## Inspector

Lynn Wordsworth

## Full Report

### Information about the setting

The childminder registered in 1993. She lives with her husband and adult son in the Leytonstone area of the London Borough of Waltham Forest. Children have access to the whole of the ground floor of the home and a secure garden is available for outside play. The childminder is registered on the Early Years Register and the compulsory and

voluntary parts of the Childcare Register. The childminder currently has two children on roll. One is in the early years age group who attends five days a week, and one who is school aged and attends before and after school. The childminder is open all year round from 8am to 5pm, Monday to Friday. The childminder attends local playgroups and she is part of a childminding network.

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

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

- assess each child's progress across seven areas of learning in relation to their age and stage of development and use this information to plan for each child.
- develop the educational programmes for mathematics by encouraging children to develop their understanding of number.

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

- expand systems for self-evaluation to identify strengths and weaknesses and include the views of parents and children.
- Encourage children to talk and think, for example by asking open ended questions during their play so they can consider their own ideas.

### **Inspection judgements**

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

Children enjoy their time with the childminder and make steady progress in their learning and development. The childminder has an understanding of the seven areas of learning and generally captures children's interest through a range of activities. She extends children's language as she is constantly talks to them about their day. Children mimic her vocabulary and she repeats words to help them build their understanding. The childminder introduces new words, such as 'soda' during role-play of shopping, using technical resources. They enjoy pressing buttons and talking about all the different food to buy. However, many opportunities are missed by the childminder to encourage the children to think of their own ideas as she does not make effective use of open ended questions. Children access a variety of resources, sorting from tins, or mixing in pots. The childminder misses opportunities to promote number words, to count and to understand differences in weight and size. For example when playing with pasta shapes. Children

enjoy practising their early writing skills using chalks and rice.

The childminder does not effectively use observation and assessment of the children's activities to support planning for their next steps. She has identified what children are able to do in most areas of learning but this is not fully reflected in the children's learning journeys. Parents do not contribute to the learning journey and therefore the planning does not always build on the child's next stage of development. As a result, children make some progress but planning is not fully organised to challenge children in their play.

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

Children settle in the childminder's home and they have a secure relationship with the childminder and her husband; who are very caring. Children's emotional well-being is supported well which gives the children confidence to explore their surroundings. The childminder ensures the atmosphere in the home is calm which helps children feel safe. Toys are easily accessible, which promotes children's independence. Children play happily and they display positive behaviour because the childminder is clear with the children as to what is acceptable behaviour. Children gain an understanding about their own safety in the environment, for example, they are safely secured into the car seat and hold the childminder's hand walking into playgroup. They are developing their independence as they take off coats and leave the childminder to explore the activities available. This helps them to prepare for their time away from the childminder at nursery.

Children develop their understanding of a healthy lifestyle. They are in a regular routine of washing their hands and the childminder talks to them about keeping their hands clean. They enjoy a range of healthy meals provided by their parents, which the childminder prepares. Children take part in outings to the local playgroups or park. They enjoy physical activities, such as jumping on the trampoline and throwing and kicking balls.

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

The childminder has a strong understanding of the safeguarding requirements. She demonstrates a clear understanding of the signs and symptoms of abuse, and whom to report a concern. All required records and documentation for the health and safety of children are in place.

She has begun to informally evaluate her practice to target areas for development, for example, she has identified training to improve her skills. However, she is not including parents or children in the self-evaluation process. The actions raised from the previous inspection have been addressed. For example, times of arrival and departure are recorded accurately in the attendance record.

The childminder has an understanding of the learning and development requirements. Systems to monitor the educational programmes are still under development. As a result

she is not fully overseeing children's learning to make sure they receive a varied range of learning experiences to help them make progress.

The childminder has established partnerships with parents and she tells them about their child's learning at the end of the day. They have also taken part in a outing to the sea side. The childminder is aware of the need to develop partnership working with other agencies and she is planning to approach them about children's progress in learning. The childminder has a good range of information regarding children's health and safety and shares this with parents.

### 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>	153598
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	814181
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/11/2011
<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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