

<b>Inspection date</b>	25/01/2013
Previous inspection date	21/04/2009

<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 helps the children to develop the confidence to explore new experiences, which promotes their emotional well-being effectively.
- The childminder's interaction with children clearly extends the children's learning and curiosity.
- Children develop a healthy interests in books, enjoy listening to stories and making up their own stories, which means they develop good early reading skills.
- The childminder has well-established relationships with other settings and this makes a valuable contribution to children's progress and well-being.

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

- The childminder gains children's early starting points and respects parents' wishes, although she does not encourage parents to contribute to their children's ongoing assessments to further promote their learning.
- The childminder has not fully included parents in the self-evaluation process to enable them to contribute their ideas to help improve the quality of provision for 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 had discussions with the childminder about her practice.
- The inspector observed the children at play.
- The inspector looked at samples of relevant documentation.

## Inspector

Jennifer Liverpool

## Full Report

### Information about the setting

The childminder registered in 2005. She works from her parents' home in Walthamstow in the London borough of Waltham Forest close to shops, parks, schools and public transport links. The childminder's adult brother also lives on the premises and her six year old daughter is present at the setting before and after school. The whole of the ground floor is used for childminding. There is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding one child in the early years age group. The childminder also offers care to children aged over five years to 11 years. She takes and collects children from the local school. She regularly attends the

toddler groups.

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

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

- encourage parents to contribute to their child's observations and assessments to reinforce their involvement in their children's learning and development
- strengthen the effectiveness of self-evaluation, by including contributions from parents to further improve the quality of provision for children.

### **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 children's individual development and abilities from the outset because she obtains relevant information from parents prior to the child attending the provision. She constantly talks with parents when they come to collect their children and shares their children's achievements and progress. This provides parents with some opportunities to extend their children's learning at home. The childminder regularly observes children during their play and keeps photographs and records of children's achievements. The childminder has begun to identify the next steps needed in children's learning and uses her knowledge of this to plan a purposeful range of activities to extend children's learning well. The childminder also follows children's interests and introduces topics, such as families and transport, which appeal to children. As a result of this, children enjoy their time with the childminder.

The childminder interacts well with children through talking to them when they play and enhances their curiosity through providing them with a wide range of interesting resources.

These activities and resources enable young children to discover and explore how things look work and sound. For example, young children have access to a sensory tent that they can crawl into and look for a range of everyday objects. They also enjoy looking at books with flaps that they can lift and find pictures hidden from view. Young children are beginning to press buttons on activity sets and closely observe the flicker of the lights. These resources help to children to become curious and respond to challenges. The childminder provide good opportunities for children to explore and develop an understanding of the natural environment. For example, young children touch snow for the first time and older children learning about the changes in the seasons, which help to

develop their understanding of the world.

The childminder regularly read stories with props to encourage younger children's involvement during story time sessions. Older children develop a healthy interest in books and stories because the childminder provides a variety of fiction books. Children enjoy books and listen avidly to their favourite stories. They spend time reading and sharing books with their peers and adults and can recall well known stories by looking at pictures in the books. The childminder provides purposeful opportunities for the children to further develop their early literacy skills as she gives them support to make books about their own experiences. The opportunities provided by the childminder help the children to develop a good range of skills for the future.

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

The childminder ensures that she knows about the children's needs with regards to their background, culture and diet so that she can fully meet their care needs. Younger children develop a healthy dependence on the childminder who is receptive to their needs. For example, in new situations younger children look towards the childminder for reassurance when a visitor is on the premises. The childminder acknowledges children's feelings and stays close to the children until they begin to feel secure, which also helps to prepare them for future transitions. The childminder treats each child as an individual and provides resources that are developmentally appropriate for them. For example, she provides puzzles and construction sets that range from simple to complex pieces to challenge the abilities of older or more able children. The childminder regularly praises children's achievements and their attempts to do things for themselves. For example, she claps her hands when young children are starting to show that they can independently turn the knobs on play equipment. This helps children to begin to develop a positive sense of self-esteem.

Children learn to take responsibility for keeping themselves safe as they are encouraged to help with tidying up at set times during the day to reduce the risk of them tripping over toys. Furthermore, children are learning how to safely evacuate the premises in an emergency through regularly practising the emergency procedures with the childminder. Children receive good support to help them begin to understand the importance of a healthy lifestyle. For example, the childminder takes them shopping, talks about food and encourages children to become involved by putting produce in the basket. She wipes young children's hands after changing their nappies. Also, she encourages and reminds older children to wash their hands after toileting, before meals and when helping to prepare snacks. The childminder reduces the risk of cross infection because children have their own cups, eating utensils and hand towel, which she changes each day.

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

The childminder has developed her knowledge of safeguarding and promoting children's welfare. She has appropriately responded to the action raised at the last inspection and has devised clear procedures to follow in the event that an allegation has been made against her or members of the household. She also understands the procedures to follow and who to contact in the event of a concern about a child in her care. This helps to promote the wellbeing of the children. The childminder is vigilant about children safety and conducts regular risk assessments to minimise potential hazards children. The childminder uses her records, policies and procedures effectively to promote the welfare and care of the children.

The childminder has successfully addressed the recommendations raised at the last inspection. As a result of this, she makes good links between the children's assessment and planning to promote their learning. Furthermore, the childminder regularly reflects on and evaluates her practice to improve the provision for children, although she has not yet sought the views of parents. Since the last inspection the childminder has reorganised the storage of toys and equipment so that children can independently choose from a wide selection of resources. In addition, she has created a sensory den for children to develop their learning and an area for children to hang their coats. This enables children to feel a sense of belonging. The childminder's effective systems for self-evaluation help to further improve outcomes for children.

The childminder understands her responsibility to meet the learning and development requirements and helps children make good progress in their learning. She has developed good relationships with parents. She provides parents with a welcome pack about the service she offers and the policies and procedures that are in place. This keeps parents fully informed about the provision of care for their children. She respects parents' wishes and works closely with them to ensure that the children's care routines are known and met. Additionally, the childminder keeps a daily diary of the children's care routine, which she shares with parents each day. This helps to promote consistency of care. The childminder makes sure that parents know how their children are progressing and developing as she shares the assessment records with them. However, parents are not encouraged to contribute to their children's ongoing assessments to further promote their learning. The childminder makes good links with the school through sharing information about children's learning and development. She obtains information from teachers about the topics and activities that children take part in at school and uses this information to complement children's learning.

### **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>	EY296995
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	814822

<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>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/04/2009
<b>Telephone number</b>	

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

