

Inspection date

Previous inspection date

11/02/2013

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

- The childminder has put in place effective daily procedures that enable children to play in a clean environment and promote their good health.
- Babies learn to control their own bodies gaining physical skills appropriate to their stage of development.
- Parents contribute to an initial assessment about their child and the childminder uses this information to meet the individual needs of the children.

It is not yet good because

- The childminder is not analysing her observations and assessments well enough to identify the next steps to move children further on in their development and learning.
- The childminder does not provide a full range of resources to effectively promote children's understanding of diversity.
- The childminder has not involved the parents fully in the evaluation of her provision to help improve outcomes 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 examined the childminder's records, which included children's observation and assessments profiles, children's forms and written policies.
- The inspector observed the childminder's interaction with the babies.
- The inspector asked the childminder questions about her role and responsibilities in regards to the care she provides for the children.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

The childminder registered in 2012 on the Early Years Register and on both compulsory and voluntary parts of the Childcare Register. The childminder lives with her children aged 10 years and one year in Walthamstow in the London borough of Waltham Forest. The house is close to transport links, schools and shops. The whole of the ground floor of the childminder's home is used for childminding.

The childminder is currently minding two children in the early years age group, of these, one child attends before and after nursery school. The childminder goes to toddler groups

regularly. She is able to take and collect children from the local nurseries and schools. The childminder operates all year round between 8am and 6pm daily.

What the setting needs to do to improve further

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

- improve observation and assessments by identifying the next steps to help plan for children's individual learning and developmental needs.

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

- develop the range of books and resources which represent diverse backgrounds and promote anti-discriminatory practices, to promote children's awareness of diversity.
- encourage parents to share their views about the care and education provided to help 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 obtains important information from parents in order to find out about the children's individual needs. Parents are encouraged to contribute to an initial assessment of their child's development. This information helps the childminder to have a secure knowledge of each child's stage of development at the start of their placement. The childminder has started to observe babies during play and records their achievements in their profiles. The childminder is also beginning to keep samples of paintings and a number of photographs as evidence of the babies' achievements. However, the childminder is not yet analysing her observations well enough to identify the next steps and link these to activities to move babies on in their development. The childminder is suitably aware of the toys that babies show an interest in or enjoy playing with. She uses this information to provide a suitable range of activities to aid babies' development. For example, she provides babies with musical instruments, such as shakers, tambourine and a toy guitar, which they enjoy repeatedly shaking or banging. The childminder uses these resources to help babies learn to grasp, shake and tap, thus developing their fine finger movements and their hand and eye coordination.

Babies are able to make themselves understood through making sounds and actions. For example, babies vocalise and point to toys that they would like to play with. The

childminder regularly reads short stories to babies and involves them by playfully making the animal noises to help babies recognise different sounds. Babies are beginning to imitate the animal sounds that the childminder makes when reading stories to them. This helps to support babies' communication and language skills. The childminder provides babies with finger paint activities that enable them to observe the colour and enjoy the feel and experience of painting. Babies are also provided with opportunities to observe floating bubbles and to splash in water play. These activities help babies to develop their sensory exploration. The childminder uses simple explanation as a way of introducing children to different festivals, such as the celebrations for Chinese New Year. This helps children to become aware of the wider world. She provides children with some books and posters that depict positive images of race and culture and overall they are learning to accept differences. However, there are few resources reflecting positive images of disability and gender to further promote children's awareness of diversity.

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

The childminder stays close to the babies so that they can easily see her and feel reassured when unfamiliar adults are present. This helps to promote babies' emotional well-being. Babies benefit from visits to the local toddler groups where they are beginning to enjoy the company of other children. The childminder treats children as individuals and acknowledges their preferences when providing and preparing snacks for the children.

The childminder organises the space appropriately to enable children to move around safely and freely. In addition to this, children have access to a cosy area within the room for rest and sleep, thus enabling them to feel comfortable. The childminder offers children a suitable range of furniture and equipment that meets their needs. This includes a selection of furniture that is developmentally appropriate for babies. Children have safe and easy access to an adequate range of toys. This enables babies and children to make choices and show preferences about the toys or activities they wish to take part in. Children benefit from a good range of safety measures. For example, stair gates, fire safety equipment and taking part in regular emergency evacuation procedures.

The childminder's effective daily routines and good hygiene practices reduce the risk of the spread of infection to children. For example, she wears protective clothing when changing babies' nappies and cleans the changing mat after each use. The childminder does not allow footwear to be worn in the house to avoid passing on germs to babies. Children learn about the importance of good hygiene at a young age. For example, the childminder talks to babies about what she is doing whilst washing their hands before meal time. Older children automatically wash their hands after visiting the toilet and before eating snacks. Children receive a range of nutritious snacks, such as fresh fruits, bread and yoghurt. This helps them to understand foods that are good for them.

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

The childminder demonstrates a sound understanding of her role and responsibilities with regard to child protection issues and safeguarding children. She demonstrates an appropriate understanding of how to proceed if she has any concerns about a child in her care. This supports the welfare of the children. The childminder has put security measures in place for the children by making sure that visitors identify themselves and sign the visitor's record. The childminder regularly carries out risk assessments in the home and before going out on trips in order to reduce the risk of potential hazards to children. She keeps and maintains relevant records that she uses for the safe management of the children.

The childminder understands her responsibilities in meeting the learning and development requirement, which contributes to children making satisfactory progress in the Early Years Foundation Stage. Since registration the childminder has attended some training courses. The childminder welcomes the visits from the early years support network team and responds to the advice she receives from them. This helps her to provide appropriate care for the children. The childminder is aware of her strengths in childminding. She has begun to evaluate aspects of her practices and is able to identify some areas of childminding practices that she wishes to develop her knowledge and skills, particularly in regard to promoting children's welfare.

The childminder's positive relationship with parents is friendly and supportive. She respects parents' wishes, which enables her to meet children's individual needs regarding their routine. The childminder has started to complete a diary with details about babies' food intake and sleep routines. She also gives daily feedback to parents about how their child has spent the day. This provides children with consistency of care between home and the setting. The childminder shares her welcome pack with parents and this includes information about her role, written policies and training certificates. She also displays the daily routine, certificate of registration and visitor's signing in and out sheet on her notice board. This helps to keep parents informed about the service she offers to them and their children. However, the childminder has not yet considered ways to involve parents in the evaluation of her provision to help improve the quality of her service for children. The childminder is aware of the need to build partnerships with other providers and liaises with the nursery school staff to promote continuity of care for children who attend both settings.

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
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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	EY447872
Local authority	Waltham Forest
Inspection number	880901

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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