

Inspection date	18/02/2013
Previous inspection date	11/02/2009

The quality and standards of the early years provision	This inspection:	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 and parents work together well and share information about children's individual progress and development. Consequently this enhances children's learning and development.
- The childminder adapts activities so that all children have opportunities to enjoy their play, develop and learn.
- Babies and young children develop good levels of independence at meal times. This is because the childminder gives them good support and provides eating utensils that are appropriate for their stage of development.
- Babies and young children enjoy many opportunities from being together as they learn to communicate and develop good relationships with each other and the childminder.

It is not yet outstanding because

- The childminder does not provide babies and young children with many opportunities to touch a contrasting range of textures to develop their sensory experiences.
- Parents are not encouraged to contribute to the childminder's self-evaluation process to help improve the 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 observed the childminder's interaction with the children.
- The inspector asked the childminder questions to ascertain how she meets the individual needs of the range of children in her care.
- The inspector observes the childminder's documentation, which includes the children's observation and assessments, planning sheets and written policies.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

The childminder was registered in 1993. She lives with her husband and their two adult children in Walthamstow in the London borough of Waltham Forest, close to public transport links and schools. The whole of the ground floor of the childminder's home is used for childminding. There is a fully 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 two children in the early years age group. The childminder is also caring for four older children before and after

school. The childminder goes to toddler groups and the toy library regularly. She is able to take and collect children from the local schools. The childminder operates all year round between 8am and 6pm daily.

What the setting needs to do to improve further

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

- provide a wide range of materials and resources for children to explore contrasting textures to develop their sensory experiences
- develop the systems for self-evaluation by encouraging parents to contribute their views about the care and education provided for their children.

Inspection judgements

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

Children are happy and settled in the childminder's care. The childminder presents her play area attractively with children's paintings, photographs of children engaged in activities and colourful posters. This helps children to develop a positive sense of belonging. The childminder uses the posters to arouse children's curiosity and to promote their language development. Young children are beginning to show interest in the posters as they point to images of people and children. The childminder supports young children's responses to the posters by labelling and commenting on what they see. She supports the babies' and toddler's growing language development by talking to them, repeating single words, labelling objects and responding to the sounds they make. Toddlers point and make gestures when they want to play with a toy that is not in their reach. They are also beginning to imitate the sounds of animals when the childminder show them the pictures of animals in books. The childminder's input means that children develop good communication and language skills.

The childminder knows the children very well because she makes regular observations and assessments that reflect children's individual learning needs and stages development. In response to the recommendation raised at the last inspection, the childminder now evaluates her observations and uses this information to identify and plan for the next steps in children's learning. The childminder encourages parents to contribute to their child's observational assessments, which involves them in their children's learning. Young children benefit immensely from a well-organised environment where the childminder places toys at levels that they can easily reach. Also the childminder rotates the toys

throughout the day to engage children in activities and support their play. The childminder ensure the activities laid out are adapted to babies and young children's learning needs. For example, she provides pencils with grips and large size crayons to enable young children to learn to hold writing tools. The childminder provides objects for babies that they can squeeze and hold. This supports young children's fine hand movements.

The childminder provides toddlers with a suitable range of familiar resources that reflect their lives. Consequently toddlers enjoy pushing dolls in prams and are beginning to pretend to feed baby dolls. Babies and toddlers are able to explore the texture of sand when playing outdoors. They also have access to some feel and touch books that consist of imitation fur and leather. However, they do not have as many natural materials to enable them to explore different textures and develop their sensory experiences. The childminder provides young children with books and dolls that reflect different races and abilities. She also displays posters that show positive images of people and children including those with diverse physical abilities. This helps children to develop a positive attitude to others. Overall, the childminder helps children to make good progress in relation to their starting points and develop the skills needed for when they start school.

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

Children settle quickly into the childminder's care because she works well with parents to arrange a settling-in process that meets with the children's individual needs. This includes keeping children's comfort objects where they can easily see them. The childminder uses her time effectively and her flexible approach allows her to spend good quality time with each child so that they feel valued and supported. Her effective approach also helps to prepare children for future transitions, such as to other early years settings and school. Babies and young children feel secure and are developing a growing confidence because they receive praise and encouragement from the childminder. She provides babies and young children with a good range of suitable and safe furniture and equipment because the childminder has a secure knowledge of their developing needs. For example, she secures babies appropriately in high chairs and provides young children with steps so that they can reach the hand basin to wash their hands and begin to develop independence. The childminder regularly practises the emergency evacuation procedure with children to help them learn about personal safety in an emergency.

The childminder's daily routine and good practice helps to minimise the spread of germs or infection to children. Babies and young children play in a clean environment which promotes their good health. Childminder help babies to become aware of good hygiene procedures as she washes their hands when they come in from the garden and before and after meals times. The childminder gather relevant information from parents regarding their child's dietary requirements, which ensures that she meets children's dietary needs. The Childminder offers children a range of healthy snacks which includes yoghurt, rice cakes and fresh fruits. This helps children to develop and learn about good eating habits. Additionally, the childminder takes account of young children's individual needs at meal times by preparing food and serving it into bite-size pieces or mashed enabling young children to enjoy their food. She promotes the independence of babies and young children

well at meal times. For example, she gives babies spoons to hold when she feeds them and she encourages young children to feed themselves independently. Babies and young children have opportunities to play outdoors or go out on short trips to local toddler groups and play facilities daily. These activities help to keep children healthy.

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

The childminder has attended safeguarding training and she demonstrates a secure understanding of child protection issues. The childminder knows how to proceed if she has any concerns about a child. This promotes the welfare of the children. Babies and young children can crawl, learn to walk and play in a safe environment. This is because the childminder is vigilant about children's safety. She carries out regular risk assessments to reduce potential hazards and frequently checks toys to ensure that there are no broken pieces that could harm a child. This demonstrates that the childminder has a good understanding of her responsibilities to safeguard and promote children's welfare.

The childminder reflects her good knowledge of the Early Years Foundation Stage learning and development requirements in her practice. Consequently babies and young children are making good progress in their learning and development. The childminder's system for self-evaluation is effective overall and this has enabled her to acknowledge her strengths and take action to improve outcomes for children. The childminder has attended a number of training courses, which have helped her to improve her practice and promote children's health and safety. She has addressed the recommendations raised at the last inspection and in doing this has supported children to develop an understanding of diversity. The childminder has also improved communication with parents. However, she has not yet encouraged parents to share their views about her service to help further improve the quality of provision for children.

The childminder's partnerships with parents are good. She gathers relevant information before children start and she ensures that she obtains parents consent prior to taking children out on trips. This demonstrates that the childminder respects parents' wishes. Parents receive good information about the provision of care for their child and this includes information about the childminder's role and the policies and procedures for the setting. This enable parents to be fully informed about the care provided for their child. The childminder ensures that there is a good two-way flow of information with parents. For example, she completes a daily diary for parents giving them information about their child's daily routine, food and drink intake and activities. This helps to provide children with consistent care between home and the setting.

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	141227
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Local authority	Waltham Forest
Inspection number	843079
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	11/02/2009
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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