

<b>Inspection date</b>	24/01/2013
Previous inspection date	24/11/2011

<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 reviews her practice, making changes where needed, and demonstrates a commitment to make continuous improvements to the setting.
- Children talk confidently with the childminder and their vocabulary is developing in line with the expected level of development.
- The childminder has a friendly relationship with parents and provides them with a range of information about their children's well-being and learning and development.

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

- The childminder is not using consistent and clear boundaries for children to understand about their own safety.
- Opportunities for children to make independent choices are not always consistent due to the organisation of some resources.
- The childminder is not consistent in asking children open-ended questions so they can think for themselves or explaining why they do hygiene tasks, such as handwashing.

## 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 children play and sought the views of children.
- The inspector carried out a joint observation with the childminder and discussed children's learning and development.
- The inspector spoke to a parent and listened to her views.
- The inspector reviewed documentation relating to safeguarding, learning journals and self-evaluation.

## Inspector

Lynn Wordsworth

## Full Report

### Information about the setting

The childminder registered in 2005. She lives in the Walthamstow area, within the London Borough of Waltham Forest. The whole of the ground floor of the home is used for childminding. There is an enclosed garden for outside 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 who is in the

early years age group. The childminder takes children to local playgroups and places of interest in the community.

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

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

- develop children's understanding of keeping safe and help them to understand why some actions can be dangerous such as pushing, jumping on tables and off chairs.

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

- develop the organisation of activities during the day to allow children time to choose what they want to do and how they will do it
- improve the use of questioning and asking questions, such as, 'how can we?' or 'what would happen if?' to consistently help children learn to solve problems and think for themselves
- support children's health and self-care by helping them understand that good practices, with regard to hygiene, can contribute to good health. For instance through clearly explaining why they wash their hands and clean their teeth.

### **Inspection judgements**

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

The childminder supports children as she interacts with them and joins in with their play. The childminder plans a range of activities for the children that generally holds their attention and interest. The childminder has made observations of the children's play and their progress and she is working hard to make sure the next steps precisely focus on the children's development.

Children's vocabulary is within the expected range of development. The childminder talks to children introducing them to new words through general conversation and games. Children complete different puzzles. However, the childminder does not always ask questions in a way that encourages children to think and answer for themselves. The childminder supports children well as they manipulate dough, comparing different lengths and sizes of it and counting how many they have. The childminder does not follow

children's leads as well as she could. For example, she does not always pick up on children's interest in reading books or provide them with opportunities to share these, and their ideas, with others.

The childminder is aware of the details to share with parents about their children's progress when aged two years. Assessment records identify most of the children's progress. The childminder shares this information with parents so they are aware of their children's development. Overall, the activities planned are not providing children with enough challenge.

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

Children are settled in the care of the childminder and are establishing a relationship with her. They can reach for themselves and play with a range of age appropriate resources. Children have their own coat pegs and can see photographs of themselves around the childminder's home. This helps children develop a sense of belonging. Children's behaviour is at times challenging and they push other children over, jump on tables and off chairs. The childminder uses some distraction techniques together with some discussion to help the children gain a greater understanding about their own safety. Although a more consistent approach with this safety information from the childminder will support children's learning about safety more.

The children eat a nutritionally well-balanced range of snacks and this supports them to adopt healthy eating habits. Children know that they must wash their hands before eating but are not able to explain why this is important and the childminder does not always reinforce this with them. Drinking water is available to children throughout the day.

Parents share details about their children's individual needs, likes and dislikes with the childminder. This enables the childminder to incorporate these during the day. Children are able to dress themselves appropriately when putting on the dressing-up clothes. They also help with the tidying up and this supports their growing independence skills. Children enjoy being physical every day. They go out to play in the garden or at local groups. They enjoy following dance routines, jumping, skipping, and jogging on the spot. This gives them opportunities to be active and enjoy fresh air regularly.

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

The childminder knows the signs that may indicate children are at risk of harm and has a clear understanding of child protection and where to report concerns to. She has the required policies and records in place for the well-being of children and updates these regularly. The childminder shares all her policies with parents so they are aware of the procedures she follows with her childminding practice.

The childminder has informally reviewed her practice to target areas for improvement. She

has identified further training and revised the menu she offers children to include more healthy options. She considers parent's views and has purchased additional toys for the setting, for example, a laptop for children to use and a trampoline for the garden. Improvements have been made since the last inspection, for example risk assessments for all outings are in place and learning intentions are reflected in the planning documentation. The childminder is developing her systems so she can fully monitor the effectiveness of the educational programmes she provides.

Parents speak highly of the childminder and they are pleased with the level of care and range of activities she provides for their children. They have used the childminder for several years and their siblings continue to be part of the childminder's setting. Parents are part of their children's learning and regularly review weekly assessments so they know the child's future targets. The childminder is planning to encourage parents to share information with other agencies when the need arises.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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>	EY311542
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	814991
<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>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24/11/2011
<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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