

<b>Inspection date</b>	25/02/2013
Previous inspection date	24/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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### **The quality and standards of the early years provision**

#### **This provision is good**

- The childminder makes effective use of observation, assessments and planning to ensure that children are moved on in their learning at a good pace.
- Children demonstrate that they are active learners as they independently select toys thus making choices about their play and learning.
- Children are interested in the toys that are readily available and they spend quite some time concentrating on their self-chosen activities.
- The childminder's day is well-planned allowing children time for quiet and active play and visits to the local community, all of which helps to promote their learning and development.
- Children play in a well organised environment that enables them to move around safely, freely and promotes their independence.

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

- Children are not always helped to be made aware of simple sizes and shapes during play and activities
- The childminder has not fully developed partnerships with other early years providers to support continuity and progression in children's care and education.

## 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 observed the children being engaged in their play.
- The inspector examined documents that includes observation and assessment records, policies and children personal forms.
- The inspector read parents written comments about the service the childminder offers to them and their child.

## Inspector

Jennifer Liverpool

## Full Report

### Information about the setting

The childminder was registered in 1994. She lives with her husband and their two adult sons in Leytonstone in the London borough of Waltham Forest. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden available for outdoor play. Access to the premises is via two steps at the front door. The family has a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding three children in the early years age group. Of these, one child attends after school. The childminder takes children to toddler groups on a regular basis. The childminder operates all year round between 8am and 6pm daily. The childminder is a member of the National Childminding Association.

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

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

- talk to children and help them to recognise shapes and use descriptive words like 'big' and 'small' in activities and every day situations
- develop partnerships with other early years providers to support continuity and progression in children's care and education.

### **Inspection judgements**

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

Children are happy at the setting and they are keen to try out different activities. Consequently children are demonstrating a positive attitude to learning and developing their skills. Children move freely between the room and the conservatory self-selecting from a wide range of toys that are stored in low level crates or attractively set out on the floor. This enables children to make choices about their play. Additionally they became engrossed in the activity that they have chosen. For example, children spend some time playing with stacking cups, making marks and pushing dolls in the buggy. The childminder makes regular observations of the children and she uses her notes to plan activities to support and move children on in their learning. For example, she plans purposeful activities to help young children to take part in cooperative games so that they can begin to form friendships with others.

Children's language and communication skills are well supported as the childminder builds on children's vocabulary by introducing new words, story telling sessions and singing simple songs and rhymes. Young children are beginning to use three to four word sentences and ask simple questions during activities. The childminder values children's comments and responds fully to develop children's understanding and their curiosity. The childminder provides opportunities for children to play with different sizes and shapes of objects, such as, stacking cups and blocks. Young children enjoy stacking pots on top of

each other and they also use the pots to build a small tower. However, children's attention is not yet drawn to learning to recognise simple shapes and size in resources and every day play situations. The childminder supports young children in developing an understanding of numbers as she encourages children to count the pots with her. They are beginning to count numbers one to four at random.

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

Children are secure, settled and enjoy their time at the setting. They receive good levels of interaction during play as the childminder talks to the children about what they are doing, respond to their questions and she gives them encouragement and lots of praise. This helps to promote children's self-esteem. The childminder provides children with an appropriate range of activities and resources that helps to develop their understanding of diversity. Children benefit from weekly visits to toddler groups where they have opportunities to take part in group activities and learn important social skills, such as, sharing and turn taking. Young children learn simple rules that keep them safe when they are playing. For example, the childminder gently reminds young children to sit properly on the chair as they might fall and hurt themselves. The childminder helps children to learn how to stay safe on outings as she teaches them to learn how to cross the road safely and the importance of using the pedestrian crossings.

The childminder's good daily routine enables children to play in a clean environment thus reducing the spread of germs or infection. Children receive effective support to help them learn the importance of good personal hygiene. Children enjoy freshly prepared morning snacks that include a varied range of fresh and dried fruits and diluted juice. The childminder offers children an afternoon snack that consists of sandwiches with varied fillings that meets with their dietary requirements. These snacks help children to understand foods that are good for them. The childminder regularly takes children out on trips to the park and toddler groups where there are a variety of large play equipment. This gives children opportunities to develop physical skills such as, climbing, riding tricycles and ball skills.

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

The childminder's arrangements for safeguarding and safe practices are promoted well, ensuring that children play and learn in a safe environment. For example, she has a good understanding of child protection issues and the procedures to follow if she has any concerns that a child was a risk of harm. The childminder carries out regular risk assessments that enable her to identify and address potential hazards to children. In response to the action raised at the last inspection, the childminder now maintains the record of the risk assessment with clear details that shows the frequency with which areas of the environment that children come into contact with are checked on a regular basis. In addition to this, the childminder keeps and maintains all records required for the safe management of the children. These records include the children's register of attendance,

accident and medication records.

The childminder demonstrates a secure understanding of the learning and development requirements through effective observation assessments and planning purposeful activities. All of which helps to enhance children's learning and development. The childminder is keen to improve her practice as she attends training to update her knowledge and welcomes support and advice from the local early years team. This helps to support the children in her care. The childminder recognises the importance of evaluating the care and education she provides for children. Consequently she demonstrates a good capacity for maintaining continuous improvements.

The childminder's partnership with parents is good. The childminder ensures that she has all of the appropriate parental written consents so that she cares for children according to their parents' wishes. She shares information with parents on a regular basis so that parents are fully aware of their child's daily routine, participation in activities and progress at the setting. Parents have supplied written comments that indicate how pleased they are with the care their child receives, the childminder's friendliness and the progress their child is making. The childminder looks after children that attend another setting and recognises the value of working in partnership with other providers. However, she has not fully developed links to support the continuity of children's care and learning.

### 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>	153649
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	814186
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24/03/2011
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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