

Inspection date

Previous inspection date

14/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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's has attended a number of training courses. Her ongoing commitment to training has positively impacted on the quality of care provided for children.
- The childminder identifies the next steps in children's learning so that she can support them to ensure that their learning and development needs are met.
- Children have good opportunities to develop an understanding about the growth of plants through discussion, purposeful activities and books.
- Partnerships with parents are well established and regular sharing of information ensures children's needs are met.
- The childminder's positive interaction is a key strength that supports the children in their learning.
- Children play and learn in a safe environment.

It is not yet outstanding because

- There are not always sufficient hand towels in the bathroom for children to use.
- Parents are not yet encouraged to contribute to their children's ongoing assessments.
- Children do not have much opportunity to see positive images of all children from diverse backgrounds including disabilities in resources and visual aids.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 and the children engaged in activities.
- The inspector reviewed a sample of documentation.
- The inspector took account of the views of parents.
- The inspector spoke with the childminder and the children.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

The childminder was registered in 2012. She lives in Walthamstow in the London borough of Waltham Forest, close to schools, public transport links and local parks. The whole of the ground floor and bathroom on the first floor is used for childminding purposes. There is an enclosed garden available for outdoor play. The childminder has a cat and a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding four children in this age group, some attending part time sessions. The childminder also offers care to children aged over five years old. The childminder takes and collects children from the local school.

What the setting needs to do to improve further

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

- provide positive images of all children including those with diverse physical characteristics, including disabilities.
- encourage parents to contribute to their children's assessments.
- provide sufficient hand towels in the bathroom to reduce the risk of the spread of cross infection to children.

Inspection judgements

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

Children are happy, settled and secure because of the warm and trusting relationship they have with the childminder. The childminder acknowledges the importance of obtaining information about children's individual needs and achievements when they start. She encourages parents to contribute to an initial assessment about their child and to provide her with a copy of the transfer record from the setting that the children previously attended. This helps the childminder to have a good knowledge of what children can do in order to build on what they already know. Consequently, children are making good progress from their starting point. This is because the childminder regularly observes children during play and uses her notes to assess their achievements and plan activities to move them on, preparing them for the next steps in their learning and development when they move on to school.

Children remain engaged in their play for long periods because the childminder interacts well with them. The childminder provides good support and spend quality time supporting and extending children's play and learning experiences during a range of interesting activities. For example, during a planting activity, children pour soil into flower pots and excitedly talk about planting lots of tomatoes for eating. Children enjoy learning about how plants grow. They take pleasure in planting tomato seeds in pots. The childminder asks children open questions that enable them to think and begin to express their ideas. For example children talk about and describe the colour and texture of the soil. The childminder introduces new words, such as, 'compost' and 'soil' during the planting activity and this helps to build on children's vocabulary.

The childminder uses reference books to introduce children to information about plants. This helps children to develop awareness that information can be communicated in print. Children are able to recognise and point out some of the letters in their name. Children are beginning to use mathematical language in their play and during the planting activities. They specifically ask to plant the 'big' tomato seeds. Children show interests in numbers. They use some number names, such as 'five' regularly in their talk. Children can accurately count to five and can recite other numbers at random. Children learn about other cultures through books and photographs, although few resources reflect positive images of disability.

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

Children feel safe and secure in the care of the childminder due to her friendliness and the relaxed environment she has created for them. Children enjoy their time at the childminder's house as they move freely throughout the ground floor rooms and have easy and safe access to a good range of toys. Children receive lots of praise and recognition for their achievements, which builds on their self-esteem and encourages their self confidence. Children are beginning to demonstrate responsible behaviour when they help to sweep up the soil off the floor after the planting activity without any prompting. Children are learning to keep themselves safe when they respond to requests to walk and not run indoors because they might fall and they regularly take part in practising the emergency evacuation with the childminder.

The childminder uses simple explanation to help children learn the importance of good personal hygiene and to understand why they need to wash their hands after visiting the toilet, handling the pets and before eating food. However, children do not always have sufficient hand towels in the bathroom for drying their hands and at times they use the same hand towel, providing an opportunity for cross-infection. Children regularly enjoy a range of activities that contribute to their health and develop their physical skills. They use a range of equipment, including mini slides, rockers and tricycles to develop their balance and coordination. The childminder gathers relevant information regarding children's diet. This ensures that children's dietary requirements are met. Children receive nutritious meals that help them to understand foods that are good for them. The childminder allows children to choose whether they would like to eat fresh or dried fruits for snacks, thus

valuing children's choices.

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

Children's welfare is promoted through the childminder's knowledge and understanding of how to act in their best interest if she has concerns that they might be a risk of harm. She keeps all required documentation up to date to reflect her daily practice and contribute to the wellbeing of the children. Children benefit from a good range of safety measures that enable them to enjoy their play free from potential hazards. This is because the childminder carries out daily visual checks of toys and resources to make sure that there are no broken parts that can harm a child. She also carries out regular risk assessments indoors and outdoors to minimise hazards and ensure children's safety. The childminder holds a current first aid certificate and keeps a fully stocked first aid box. This means that she can give appropriate care to children if they sustain an injury. The childminder ensures that parents give prior consent to administer medication. This ensures that children receive the correct dosage.

The childminder has a secure understanding of the Early Years Foundation Stage and her role for supporting children's learning and development. The childminder has attended a number of training courses and this has had a positive impact on children's care, learning and development. She welcomes the visits she receives from the local authority and responds to their suggestions and guidance. This supports the children in her care. The childminder demonstrates a commitment to improving her services. The childminder has a good understanding of her strengths and has begun to identify areas of her practice that she plans to develop in order to improve the outcomes for children.

The childminder keeps the parents well informed about their children's general wellbeing and progress through regular informal discussions. The childminder also completes a daily care diary for parents and shows them their child's assessments reports. However, parents do not yet contribute to their children's ongoing observation and assessments. Parent's views about the provision are sought through tick list questionnaires. Parents' response indicates that they are very happy the progress their children are making, the resources available for their children and the feedback they receive from the childminder. The childminder is beginning to develop links with the school that the children attend and this makes a positive contribution to their general wellbeing.

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 action. 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 | EY435736 |
| Local authority | Waltham Forest |
| Inspection number | 884316 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| 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, which are usually the childminder's 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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