

Inspection date

Previous inspection date

30/04/2013

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 a satisfactory knowledge of how children learn, which helps to ensure each child make steady progress overall.
- The childminder has a consistent approach to behaviour management and uses appropriate strategies to help children learn right from wrong.
- Children are settled, happy, demonstrate friendly behaviour and have positive relationships with the childminder.
- Children play and learn in a safe and secure environment and display a strong sense of belonging in the childminder's home.

It is not yet good because

- The childminder is in breach of requirements relating to training.
- Resources to help children to learn about diversity and to extend opportunities to explore a broader range of natural materials are limited.
- The childminder does not make the most of daily routines to help children learn the importance of good personal hygiene.
- Self-evaluation is not fully effective, to enable the childminder to make continuous improvements.

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 activities in the main areas used for childminding.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journals, planning documentation, the childminder's self-evaluation form and a selection of policies and records.
- The inspector and childminder conducted a tour of the premises.

Inspector

Pamela Bailey

Full Report

Information about the setting

The childminder registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her daughter aged three years in the London Borough of Waltham Forest, close to parks, schools, and public transport links. The whole of the childminder's home is used for childminding. The childminder currently has two children on roll in the early years age group. The childminder takes children to the local parks and attend the children's groups. She also takes and collects children from the local nursery school. The childminder is open Monday to Thursday, from 8am to 6pm all year round, with the exception of four weeks holiday agreed in advanced with the parents.

What the setting needs to do to improve further

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

- develop the educational programmes for understanding the world and expressive arts and design, for example by fully engaging children in new experiences and providing a range of resources which represent children's diverse background, and providing a wider range of natural materials that children can incorporate in their play
- complete a local authority approved training course

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

- help children to begin to learn the importance of good hygiene practices for example, by helping them to develop their personal self-care skills during daily routines
- improve current systems of self-evaluation to identify priorities and set challenging targets for improvement

Inspection judgements

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

Overall, the childminder provides children with adequate opportunities to help them make steady progress towards the early learning goals. Sufficient information is gathered from

parents about children's backgrounds, starting point and needs. This helps to ensure that the children are provided with appropriate care and learning experiences. The childminder observes children as they play and use a development checklist to assess the children's learning. Her systems for assessing and monitoring children's progress mean that she has suitable information to complete the statutory assessment at age two. This helps to ensure each child is acquiring the skills and attitudes ready for the next stage of learning and any difficulties in children's learning and development are identified at any early stage.

Children's communication and language skills are promoted well. The childminder follows children's interests and interacts with the children playfully, as they explore the environment. Children choose books and handle them with interest opening and closing and turning pages. The children listen with interest as the childminder reads stories. She helps children to build their vocabulary by talking about what the children see in the pictures labelling animals and objects. Children point to the fruits displayed on a poster and make sounds, babbling and using their own words as they begin to develop language. The childminder acknowledges the children's means of communication by responding and repeating what they say in the correct way. This helps the children learn how to pronounce words and gradually link the word to its meaning.

Children show an interest as they begin to learn to operate interactive toys and books. They respond with excitement to the flashing lights and sounds they make when pushing the buttons. Children enjoy playing with musical instruments. They move their body to the sounds when shaking the tambourine and banging the drum using the drumsticks. The childminder talks to the children to describe what they are doing. This helps develop children's understanding of simple concepts. Children enjoy examining the resources that reflect real life such as different types of foods. They show a strong exploratory impulse as they handle them by passing from hand to hand, shaking and banging them. The children share these with the childminder, other children and visitors indicating that they want others to join in their play. However, many of the resources are all made of lightweight plastic materials. Therefore, children have limited sensory experiences, which enable them to explore different textures, patterns and weights.

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

Children develop a healthy dependence on the childminder who is receptive to their individual needs. The childminder's practice support children's emotional well-being and help children to develop the fundamental personal and social skills, which will equip them for future learning. Children settle easily and display a strong sense of belonging in the childminder's home. The childminder's calm and gentle approach encourages children to respond appropriately to any guidance and praise. Children play well alongside each other and they are beginning to form positive relationships. They confidently seek to gain attention, drawing the childminder and visitors in their play. The childminder supports children in getting to know each other through name games, sharing and encouraging them to join in play with each other. The childminder's behaviour management strategies are effective in promoting children's welfare, taking into account their age and stage of

development. She is a good role model for their behaviour. As a result, children begin to develop an awareness of safety issues, learn to share and cooperate with each other, and make friends from an early age.

The childminder supports and helps children to begin to manage their own safety. Children help with simple tasks such as tidying up and preparing their meals. They become familiar with the emergency evacuation routine and learn how to leave the premises quickly and safely through practising the fire evacuation procedure with the childminder. There are clear procedures for outings that ensure children's safety and contribute to a healthy lifestyle, including the use of appropriate clothing to enable outings in all weather. Trips to the park, soft play area and local community children's groups where there are large climbing equipment and a variety of sit and ride toys help children to develop and extend their physical skills. Children play and learn in a safe environment and make choices from the toys and equipment available to them. However, most are made from lightweight plastic materials, which are not durable and does not provide children with opportunities to explore the different features of natural materials. In addition, the range of resources does not help to broaden children's understanding of the society in which we live. With the exception of some books, few reflect positive images of diversity, such as different cultures, gender or disability.

The childminder follow appropriate nappy changing routines and monitor nappy changes to meet the individual care needs of the children in this regard. However, the childminder does not make the most of daily routines to help children learn the importance of good personal hygiene, such as hand washing before eating and begin to develop their self-care skills. Children benefit from a healthy diet. They enjoy nutritious meals and snacks, and receive regular drinks throughout the day, which encourages them to develop healthy eating practices from a young age. The childminder gains information from parents about the children's individual routines. This is used to help children settle and create consistency of care between home and the childminding setting. The childminder takes children to visit the local playgroups and organise play dates. This helps children to develop confidence in situations away from the main care setting.

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

The childminder understands her responsibility to fulfil the requirements of her role as a registered provider and a suitable person. She shares her written policies and procedures with parents and uses these to guide her in her practice. The childminder understands how to be a positive role model to children. She values the children as individuals and manages children's behaviour in a consistent way, which promotes their welfare and development. A wide range of safety precautions, daily checks and written risk assessments help the childminder to identify and minimise potential risks to children's safety inside the home and on outings.

The childminder is enthusiastic about what she does. Nevertheless, self-evaluation is in its infancy and does not adequately prioritise areas where the most action is needed to

secure improvement. The childminder is unable demonstrate that she has completed a local authority approved training course within six months of registration. This is a breach of the legal requirements. This also means that she has failed to meet the requirements of the Childcare Register. Overall, the childminder has an acceptable knowledge of the 'Statutory Framework for the Early Years Foundation Stage'. However, her understanding is stronger in some areas than others. For example, she has attended safeguarding, first aid training, and demonstrates a secure understanding of her responsibility to record and report any concerns. The use of mobile phones and social networks is appropriate. She generally understands the learning and development requirements and delivers most areas of learning with success.

The childminder has attended additional training since registration, which demonstrates a suitable capacity to improve. She receives support from the local authority development officer. This enables her to access specialist knowledge and advice for children identified with additional needs, should the need arise. The childminder makes appropriate use of local community facilities to extend children's learning and development. For example, she regularly attends the library sessions and meets with other local childminders, taking turns hosting play dates for the children. The childminder understands the benefits of working with other early years settings if the need arises.

The childminder encourages parents to share what they know about their child from the onset. There is a regular exchange of information with parents through discussions, daily diaries and children's learning journals. This provides parents with appropriate information about their children's well-being and achievements. The childminder encourages the parents to become involved with their children's learning by providing the parents with general information about activities, events and children facilities in the community. The childminder has implemented a parent questionnaire to seek the views of the parents. Parents comment highly on the childminder's safe and clean childminding environment.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

Met

To meet the requirements of the Childcare Register the provider must:

- complete a course approved by an English local authority designed to enable the childminder meet the requirements of registration (compulsory part of the Childcare Register)

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 | EY452100 |
| Local authority | Waltham Forest |
| Inspection number | 911934 |
| 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, 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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