

Inspection date

Previous inspection date

17/06/2013

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

- Children develop close bonds with the childminder and clearly feel comfortable and safe in her care.
- The childminder has a good understanding of how children learn and she provides a good range of stimulating activities.
- The childminder makes effective observations and assessments of children's progress to monitor children's learning.

It is not yet outstanding because

- There is scope to develop children's interest in books by, for example, using a range of props related to the stories.

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 children as they played in the home and garden.
- The inspector talked to the childminder at appropriate times during the inspection.
- The inspector sampled a range of documentation including children's development records, qualification certificates and attendance registers.
- The inspector examined areas of the home that are used for childminding.

Inspector

Lesley Hodges

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband, two adult children, one younger child and her mother-in-law in Walthamstow in the London Borough of Waltham Forest, within easy walking distance of shops, parks, nurseries and schools. The whole of the ground floor of the home is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the Professional Association for Childcare and Early Years. She walks to local nurseries and schools to take and collect children. The childminder currently cares for one child in the early years age range.

What the setting needs to do to improve further

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

- develop children's interest in books by, for example, using props and story sacks to engage children during storytelling.

Inspection judgements

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

Children enjoy their time with the childminder. She provides a welcoming environment both inside her home and in the garden. The childminder provides a varied range of good quality equipment and toys for children to play with. Children mould and make shapes with dough, developing physical skills as they use rolling pins and shape cutters. They develop their large muscles when they run and play ball games outside. The childminder takes children to the local park and playgroup so that they can play on large equipment, such as climbing frames and slides, to extend their physical skills further.

The childminder has a good understanding of how children learn. She observes children as they play and uses their interests to plan stimulating activities, which they clearly enjoy. For example, children are interested in cars and trains and the childminder provides a variety of vehicles to explore. She also gives children a choice of books including books about trains and other vehicles. However the childminder does not enhance children's enjoyment and interest in stories by, for example, providing story sacks or other props to bring the story to life.

The childminder talks to children as they play together. She introduces new vocabulary when she describes textures and she sounds out words to help children develop their

communication skills. The childminder models language and asks age appropriate questions so that children develop their thinking skills. For example, she asks children to think about how they can place their cars into the transporter. Children play with musical instruments and interactive books and toys to experiment with sounds.

The childminder uses her observations of children to assess what they need to learn next. She uses these observations and available guidance to assess children's development and track their progress. The childminder discusses children's interests with parents and children bring toys with them to the childminder's home so that they can continue their learning there.

The childminder completes progress checks for children aged two to three years, which she shares with parents. She gives effective consideration to the best time to complete these reports taking all relevant factors into account. This means that the reports are a true reflection of children's abilities and development needs.

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

Children are very settled with the childminder and are keen and active learners. They choose freely from the good selection of toys and activities available. Children have built close bonds with the childminder and they enjoy sitting with her as they play and look at books. Children use their comfort objects when they want them and the childminder uses information from parents to provide familiar care routines. These actions help children to develop self-confidence and make relationships.

Children have good opportunities to play outside. The childminder provides a range of activities in the garden, which means that those children who prefer to learn outside can choose to do so. Children also enjoy running and ball games outside and laugh as they join in with hide and seek. These opportunities for regular exercise help children to learn about healthy lifestyles and that exercise can be fun.

The childminder reminds children about safety issues in the home and garden. She prompts them to be careful when walking over the step as they go outside. The childminder encourages children to put toys away when they have finished playing so that they don't trip over them. Children learn about road safety when they go on trips. They look for the signs to tell them it is safe to cross the road. These activities help children to manage their safety and introduce gentle boundaries for behaviour.

Children enjoy healthy snacks and meals and they help themselves to water to drink. The childminder encourages children to feed themselves with their snack and reminds them to take small bites as they eat their apples. This gives children independence and they are well supervised to help to make sure they stay safe when eating their snacks. The childminder organises settling in arrangements with parents to suit individual children's needs. She helps children to prepare for the next stage in their learning by giving them experiences of playing with other children in small and large groups during visits to the

local playgroup.

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

The childminder has a good understanding of her role in keeping children safe. She has a robust risk assessment policy and completes all checks diligently. She uses safety equipment such as door stoppers and safety gates to minimise risks to children. The childminder maintains all documentation well. She has a record of any visitors to the home and her record of children's hours of attendance is precise. The childminder has a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She demonstrates clear knowledge of signs and symptoms which may give her cause for concern. The childminder confidently explains the action she would take to pass any concerns on to the relevant agencies. The childminder has a valid first aid qualification which means she can give immediate medical attention if children need it.

The childminder uses self-evaluation to identify areas of her provision she would like to develop and she sets herself realistic targets. These include accessing training opportunities, such as courses in speech and language development, and providing new equipment so that she can continue to support children effectively in their play. The childminder has made links with the local toy library, which means that she can provide a variety of different equipment for children to choose from.

The childminder has developed good systems for sharing information with parents. She provides daily sheets and a diary for parents to take home. These records give information on children's activities and care routines. The childminder talks with parents about children's learning at home to promote continuity of care. She uses this information to assess children and plan for their learning. Children use the same toys and equipment at their own and the childminder's home. This helps the childminder share children's learning with parents consistently.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY454858
Local authority	Waltham Forest
Inspection number	896488
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
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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