

<b>Inspection date</b>	23/05/2013
Previous inspection date	08/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	Met
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**

- Sound relationships between the childminder and young babies help them to feel secure when they start in the childminder's care.
- The childminder works in partnership with parents to support the children's care and learning needs appropriately.
- All required documents are in place for the smooth running of the childminding service.

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

- Children lack some opportunities to play and explore using a range of senses.
- The childminder has fewer resources to support children's early creativity skills.
- Although the childminder evaluates her practice, her current systems are not rigorous in identifying her strengths and key areas for development.

## 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's play and the childminder's interaction indoors.
- The inspector examined documentation including a representative sample of children's records and development plans.
- The inspector discussed aspects of practice with the childminder.

## Inspector

Caroline Preston

## Full Report

### Information about the setting

The childminder registered in 2008. She lives with her husband, who also works as her assistant, their two young children, and the childminder's sister in Leytonstone in the London Borough of Waltham Forest, close to schools and parks. Children have access to the ground floor of the childminder's house and there is a garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll in the early years age group. The childminder also offers care for children aged over five to 10 years before and after school, and during the school holidays.

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

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

- increase the range of activities to support young children to use their senses to explore the world around them
- develop the range of resources to support children's learning through play
- develop rigorous and effective systems for self-evaluation that inform 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

The childminder provides young children with a satisfactory range of activities to support their learning and development. Young babies like to explore their surroundings, crawling and bottom shuffling across the playroom. They begin to pull themselves up to stand and hold on to furniture, which supports their physical development well. They can sit on the floor unsupported reaching for toys and looking around them. Babies enjoy listening to the childminder singing nursery rhymes to them as they play. They enjoy listening to the music from programmable toys and begin to learn how to push buttons to make them work. However, children do not have many opportunities to actively play and explore using their range of senses or use a wide range of resources. For example, the lack of art and craft resources means children are not able to enjoy painting or explore other textures such as play dough and other materials.

The childminder invites parents to contribute to their children's initial assessment to help her find out about a child's needs and starting capabilities for learning. Young babies begin to build special relationships with the childminder. She interacts well with them, offering comfort and security through talking and smiling at them. These playful interactions help young babies to settle in well.

The childminder uses on-entry observations and assessments to find out what stage of development children are at. She uses this information to plan a basic range of activities to support children's next steps for learning. Through regular observations the childminder is able to identify any additional needs children may have and to support each child to make progress.

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

Young babies form secure attachments with the childminder and she finds out about their individual needs and routines. This helps promote their well-being and independence. For example she has established a daily routine to support what times in the day young babies eat, sleep and rest. This supports their health and overall well-being. The childminder is a suitable role model, speaking calmly and being affectionate and friendly towards young babies. She has begun giving young children boundaries by helping them understand behaviour expectations and how to keep safe. This is through gentle but firm reminders and through using her tone of voice and eyes when talking to them. This also supports their early understanding of safety, for example not sitting too close to doors in case it is opened. The adequate range of play resources reflect diversity in society, which helps children develop positive attitudes towards others from an early age.

The childminder works closely with parents to provide young babies with healthy foods and drinks according to their needs. Daily routines are followed so that they are adequately fed and not hungry or thirsty throughout the day. Discussions with parents about introducing solid foods to young babies help the childminder meet their changing dietary needs. The childminder takes children on outings so they get fresh air and exercise as part of a healthy lifestyle.

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

Leadership and management are satisfactory. The childminder's understanding of the learning and development and the safeguarding and welfare requirements helps her provide adequate care and education for children. She maintains all necessary documentation to meet requirements and protect children's welfare. Observations and assessments carried out on children help the childminder know children's individual needs. She learns about their starting points when they start so is able to plan sound learning experiences for them and help them progress steadily.

The childminder's satisfactory understanding of her safeguarding policy and the

procedures to follow means she is able to support children if concerns are raised about their welfare. Detailed risk assessments help her to identify and remove any possible hazards to children inside the home, outside and on outings, to keep them safe. The childminder uses her car to transport children to and from school. She checks that all equipment used to keep children safe in the car is suitable and in proper working order. This supports children's safety and well-being.

The childminder evaluates her practice and has made progress since her last inspection, though she has not used her self-evaluation to fully and accurately identify all priorities for improvement. She has been working in partnership with the local authority to complete action plans they have set and has a positive attitude to maintaining improvement. This leads to improvement in the outcomes for children. The childminder has undertaken some training to help increase her knowledge and skills and support children's individual needs better.

The childminder has established appropriate partnerships with parents through daily conversations about children's individual needs and progress. The childminder demonstrates a positive attitude to working with external agencies to support any children's additional needs and progress and development.

### **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 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

<b>Unique reference number</b>	EY378246
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	893996
<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>	4
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/04/2013
<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, 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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