

## Inspection date

Previous inspection date

24/07/2013

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 has a good understanding of the Statutory Framework for the Early Years Foundation Stage and she plans a varied range of activities to support children's learning and development.
- Children are happy and settled. They develop strong relationships with the childminder and her family.
- Children's language and communication skills are promoted well through everyday routines.
- The childminder evaluates her childminding service well to promote good outcomes for children.
- The childminder develops good partnerships with parents enabling them to contribute to children's learning.

### It is not yet outstanding because

- The childminder does not always give clear explanations to children so that they learn how to keep themselves safe and healthy.
- The childminder provides fewer opportunities for children to celebrate a range of festivals to further promote their understanding of the wider community.

## 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 children during their play.
- The inspector sampled documents including children's development records, policies and procedures.
- The inspector had ongoing discussions with the childminder regarding her practice throughout the inspection.
- The inspector discussed the childminder's self-evaluation.

## Inspector

Shawleene Campbell

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and two primary school aged children in Leyton, in the London Borough of Waltham Forest. The childminder is situated close to schools, shops and public transport links. The ground floor of the home is used for childminding and there is an enclosed garden for outdoor play. Children regularly attend community groups.

The childminder is currently caring for three children in the early years age group on a part-time basis. The childminder also cares for one child over five years after school only. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder holds a level 3 childcare qualification.

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

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

- extend opportunities for children to celebrate and value different cultural, religious and community events
- give children clear explanations for why they are asked to follow instructions to support their understanding of how to keep themselves safe and healthy.

## Inspection judgements

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

Children make good progress in their learning and development. This is because the childminder plans activities to support children's individual needs. From the outset she is well informed about children's starting points enabling her to build on what children already know. Effective observations and assessments are in place to track children's progress across all areas of learning. The childminder regularly undertakes a summary of children's progress and it is shared with parents, which allows them to contribute to their children's future learning. These records are nicely presented and titled 'My childminder and mum are going to help me by?.'. This demonstrates effective partnership working.

The childminder asks children good open questions to encourage them to think and to promote their language development. Consequently, children are confident and are able to discuss their wants and needs clearly. Children use complex sentences to express their

ideas and thoughts. The childminder follows children's lead well. However, the childminder does not always give children clear explanations to enable them to have a greater understanding of how to keep safe and healthy. For example, she does not tell them why they need to wear a sun hat and why they should sit down, rather than stand, on the outdoor bench.

Children take part in a varied range of art and craft activities in the home and while attending community groups, such as playing with rice, semolina, baked beans and gluing activities. Children enjoy role play activities where they act out real life situations. They enjoy dressing up in a princess costume and the childminder obtains a wand to further extend their play and imagination. Children create different sounds using musical instruments made with recycled bottles containing rice, red kidney beans and lentils. This allows them to explore their creativity. The childminder provides good opportunities to encourage children to practise their mark making skills. For example, they use their fingers to 'write' in cornflour and they have access to a range of pens and pencils. Books are readily available and children regularly visit the library to promote their interest in learning about words.

Children are developing an understanding of growth and change by taking part in planting activities, such as planting strawberries, blueberries and cranberries. Children eat the produce, enabling them to make connections about where food comes from. While playing outdoors children excitedly observe a ladybird on their hands and talk about how many spots they can see. Children play with a range of battery operated toys, which helps them gain an understanding of how things work. There are good displays to promote children's understanding of a diverse society. However, children take part in very few celebrations to effectively promote their understanding of cultural, religious and community events and experiences. Children's early mathematic skills are developing well. Children join in singing number songs and while out on outings they are encouraged to count what they see, such as cars. This helps children learn about how numbers are used.

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

Children are cared for in a caring and welcoming environment. They develop good attachments with the childminder, which promotes their sense of belonging. Children enjoy playing in the outdoor tent with their friends. They pretend to make cups of tea and to sleep with their dolls. While older children pretend to be asleep, younger ones pat them gently on the back demonstrating care and concern for others. The childminder has a good understanding of how to support children's move to school and she prepares a report to share with school staff. Children are well behaved and the childminder uses gentle reminders to encourage children's turn taking and sharing skills. The childminder demonstrates a good understanding of working in partnership with parents when managing children's unwanted behaviour. This allows children to develop a consistent understanding of right from wrong.

The childminder has good safety measures in place to allow children to play and explore safely. Children learn how to keep themselves safe in the event of an emergency

evacuation through taking part in regular fire drills. The childminder has begun to talk to children about road safety awareness. This includes the meaning of traffic lights and the importance of holding hands at all times. An attractive poster is displayed to remind children about the importance of washing hands. The childminder follows good hygiene routines while changing younger children, which effectively minimises the spread of infection.

Children are supervised well enabling them to take safe risks while playing on large outdoor equipment. For, example the childminder sits inside the trampoline while children are playing to ensure they are safe. Children take pleasure in playing a magnetic fishing game with the childminder where they use a range of small muscle skills to catch the fish. Children take part in a varied range of outdoor activities to promote their learning and well-being. They regularly visit community groups where they take part in messy play and music and movement. Through thoughtful planning children visit places of interest, such as museums, the nature reserve and forest. They enjoy throwing crystal pebbles in water, and then observing the effects. Children develop a good understanding of a healthy lifestyle. The childminder is well informed about children's individual dietary requirements to ensure they receive the correct foods. Children enjoy trying new foods and benefit from having healthy home cooked meals, such as plantain and Columbian corn bread. This means that from a young age children develop a good understanding of foods that are good for them.

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

The childminder has a good understanding of the procedures to follow should she have a concern about a child's welfare. Her knowledge is underpinned through attending safeguarding and child protection training. The childminder maintains relevant documentation well to help to promote children's welfare. She ensures useful information is displayed on the parent notice board so that it is easily available, such as her certificate of registration, public liability insurance, weekly planning, Ofsted complaint poster and first aid certificate. The childminder has put together an informative pack to share with new parents. It includes information about the childminder and her policies and procedures, which she shares with parents in person and by email so that they can read them at their leisure. Children are cared for in a safe environment because the childminder undertakes daily risk assessments of the home and the garden and carries out risk assessments for any outings.

The childminder holds a level 3 childcare qualification and she demonstrates a strong commitment to keeping her knowledge up to date. She has attended a number of courses, such as on the importance of attachments, English as an additional language, bilingualism, promoting mathematical development and heuristic play and treasure baskets. The childminder has developed a good professional approach to reflective practice to maintain continuous improvement. She works in partnership with the local authority and uses a development plan alongside her processes for self-evaluation. Consequently, the childminder is working towards further developing communication with parents by using

emails and she wishes to learn how to drive so that children can take part in outdoor activities further away from the home.

The childminder demonstrates a good understanding of the importance of working in partnership with others involved in children's care to ensure that there is continuity in the children's experiences. The childminder values parents' views about the service she offers and how they would like their children to be cared for. Children learn basic words, such as 'thank you, 'please' and numbers one to five, in the childminder's home language, Spanish, with parental consent. This effectively allows children to hear a range of languages and to understand the skill needed to speak more than one. Parents are given questionnaires to gather their views and a comments book is readily available. Parents say children love going to the childminder's house, they are happy and safe in her care, and enjoy playing with the wonderful toys. The childminder works closely with parents to move children on to their next stage of learning, which promotes continuity between home and the childminder's provision.

### **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

<b>Unique reference number</b>	EY451159
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	905165
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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