

<b>Inspection date</b>	17/12/2013
Previous inspection date	Not Applicable

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

- Children develop trusting relationships with the childminder, which helps them to feel secure.
- Childminder uses various strategies to support children's communication and language skills appropriately.
- Children's counting skills are encouraged through play and everyday situations.
- Children enjoy opportunities to take part in physical play, both indoors and outdoors.

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

- Children have insufficient opportunities to develop their creative and imaginative skills, as there are limited resources to support their interests.
- The childminder does not consistently support children to learn sound personal hygiene routines.
- Parents do not have opportunities to contribute to their children's assessments.
- The childminder's systems for self-evaluation are not sufficiently robust to effectively monitor the strengths and weaknesses of the educational programmes.

## 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 interviewed the childminder.
- The inspector observed the childminder's interaction with the children.
- The inspector sampled documentation including children's information records, accident book, the record of attendance, observation records and policies.

## Inspector

Jennifer Liverpool

## Full report

### Information about the setting

The childminder registered in 2013. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Walthamstow in the London Borough of Waltham Forest. Close to public transport links, schools and parks. The childminder's maisonette is located on the first floor and accessible via a flight of stairs. The lounge and the playroom are used for childminding. She is currently caring for one child in the early years age range. The childminder also looks after children aged over five years during before and after school hours. The childminder regularly takes children to local toddler groups and also on visits to the library and parks. The childminder is a member of the Professional Association for Childcare and Early Years.

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

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

- improve the programme for expressive, arts and design by:- a) provide opportunities for children to express their creativity through mark making, drawing, painting and collage b) develop the range of role-play equipment to enable children to make-believe and act out real life experiences.

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

- develop consistency for washing children's hands at routine times, to enable children to learn the importance of good personal hygiene
- encourage parents to contribute to an initial assessment of their children's development at the start of the placement and involve them as part of ongoing assessments
- develop a more robust system of self-evaluation to clearly identify strengths and weaknesses.

## Inspection judgements

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

The childminder has begun to put systems in place to observe and monitor children's achievement in order to support children's learning and development. However, this is still

in its infancy. The childminder allows children to play independently and joins in sensitively with their play to help them try out different ways of playing with resources. For example, the childminder shows young children how to stack the bricks on top each other and helps them to recognise the colours of the bricks. Children are beginning to develop their own preferences and make choices for themselves because the childminder stores toys and resources in low-level storage units. This allows children to choose what they would like to play with safely and independently.

The childminder acknowledges that children are developing an interest in sand and water play at the toddler group. However, she has not provided children with opportunities to explore natural materials indoors. She is aware that children particularly enjoy playing with pretend play equipment because they regularly choose those resources at the toddler group. However, children have access to an insufficient range of role-play equipment. In addition to this, children have few opportunities to explore mark making, because the childminder does not have appropriate materials for children to practise their early writing skills, drawing or painting. Consequently, the childminder is not fully supporting the children to become creative and develop imaginative skills.

The childminder speaks clearly to children to help ensure that they understand what she tells them. She gives young children a running commentary of her own and their actions to develop their vocabulary. The childminder also repeats and expands on what young children say. Consequently, children's communication and language skills are progressing well. The childminder provide children with regular opportunities to develop their counting skills. For example, she counts along with young children. She also encourages children to count objects in everyday situations. In addition to this, the childminder helps children become familiar with number names through singing number rhymes, songs and encouraging children to recite some numbers. This helps children to develop skills for their future learning.

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

The childminder values and respects children as individuals, ensuring that their specific needs are appropriately met. This is because the childminder works closely with parents to help children settle into the new environment, ensuring that children's care routines from home are followed. However, the childminder has not sought information from parents about their children's current learning and development before they start to help her build on what children already know. Children feel secure because the childminder is warm, friendly and is attentive to children's individual needs. Children benefit from the positive interaction they receive from the childminder. For example, the childminder plays with the children and gives them praise and encouragement. This helps to promote their self-assurance and confidence. The childminder takes children on regular visits to toddler groups where they have opportunities to engage with other children and develop friendships. The childminder use appropriate strategies according to the children's stage of development and understanding to help them understand that certain behaviour is not acceptable. The childminder helps children to learn how to keep themselves safe through gentle reminders to help with tidying up, house rule on wall display and simple discussions

about road safety when out on trips.

Children's health is reasonably promoted because some of the childminder's daily routine enables children to play in a clean and tidy environment. The childminder constantly washes her hands before preparing children's snacks and after nappy changing routines to help reduce the spread of cross infection. However, the childminder is not always consistent in helping children to wash their hands, such as, before lunch times. Therefore, children are not fully supported to learn about the importance of good hygiene routines. The childminder gathers relevant information from parents regarding children's diets and preference of foods to help ensure that children's dietary needs and tastes are catered for. The childminder encourages children to try new foods such as, homemade lamb soup and sweet potatoes to enable children to experience eating different foods. Children receive regular drinks of fresh water throughout the day so that they do not become thirsty. The childminder supports young children to gain appropriate physical skills according to their stage of development. For example, she provides young children with push and pull along toys to support their mobility. Children have regular opportunities to play with balls and skittles indoors. They also visit toddlers groups and local parks where they use a range of equipment, such as, tricycles, sit and ride cars and mini slides to develop their physical skills.

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

The childminder suitably safeguards children welfare because she has a sound knowledge of child protection issues. She demonstrates an understanding of how to proceed if she has concerns about a child or in the event that an allegation is made against her. The childminder keeps children safe and secure because she has systems in place to monitor visitors to the setting. Children benefit from suitable measures, such as risk assessments and safe equipment to reduce the risk of potential hazards indoors. The childminder has appropriate outing procedures to help ensure that children are safe when out on trips. The childminder keeps and maintains appropriate documentation, which supports the safe management of the children such as, the record of attendance, medication sheet and children's information.

The childminder has a developing understanding of the Early Years Foundation Stage learning and development requirement as she implements most aspects of the requirements in her daily practice with the children. However, the childminder has not provided children with sufficient opportunities within the area of expressive arts and design to encourage children's creativity. However, this does not have a significant impact on children's learning and development. This is because children are supported to acquire skills in other areas of learning. Overall, children are making sound progress in all other areas of their learning and development. The childminder is keen to link with local early years settings to obtain ideas for children's activities and play. She responds to the advice given by the local support network to support the children. However, the childminder's system for monitoring the educational programmes is not fully effective in identifying how well children are supported to learn and develop across the curriculum.

The childminder's relationship with parents is positive. She provides parents with a welcome pack to enable them to have an understanding of her role and what parents can expect from her. The childminder makes sure that information about children's care is shared with parents on a regular basis, so that they are aware of their child's activities and development. The childminder uses a range of methods to communicate with parents. These include a daily diary of children's routine care and sending photographs via text so parents can see images of their children at play. The childminder is aware of the importance of working in partnership with other settings and professionals to promote continuity of care and learning for children.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY462255
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	925453
<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>	6
<b>Number of children on roll</b>	4
<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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