

Inspection date	21/01/2014
Previous inspection date	19/06/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder uses her highly impressive understanding of the Early Years Foundation Stage well to extend and support all children's learning and development.
- There are meticulous systems in place to observe, assess and monitor children's progress in relation to their starting points. Therefore, they are making excellent progress in their learning and development.
- Children have excellent relationships with the childminder and her assistant, which means that they are very happy, settled and ready to learn through play.
- The childminder supports children's communication and language development extremely well through her use of excellent questioning techniques.
- The partnership with parents is outstanding, which supports all aspects of children's care routines, learning and development.
- The childminder has highly effective systems in place to identify the settings strengths and weaknesses.

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 playing with the children.
- The inspector sampled children's observation, assessment and planning documentation.
- The inspector checked safeguarding policies and procedures.
- The inspector took parents views into account, using the questionnaires they complete.

Inspector

Sue Mann

Full report

Information about the setting

The childminder registered in 2002. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children in the Higham's Park area in the London Borough of Waltham Forest. The whole of the ground floor of the premises is used for childminding and an enclosed garden is available for outside play. The childminder works with an assistant. There are currently 15 children on roll, of whom six are in the early years age range. The family have a pet dog.

What the setting needs to do to improve further

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

- enhance further visual references of numbers and letters for children.

Inspection judgements

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

The childminder has an extensive knowledge of learning and development requirements of the Early Years Foundation Stage. She regularly observes the children in her care to identify their current interests and stages of learning and development. The childminder keeps highly impressive records of children's learning and development progress for every child in the early years age range. These include many photographs and descriptions of what children have done and the learning outcomes of the activities in the photographs. Consequently, parents are able to understand their children's current stages of learning and development. This enables parents to support and extend their children's learning and development at home. Parents provide information at the start of each new care arrangement about their children's likes, dislikes and current stages of learning and development. This enables the childminder to monitor children's progress in relation to their starting points. Consequently, all children are making excellent progress in relation to their starting points.

The childminder plans activities around children's interests and current stages of learning and development. This means that children enjoy their learning through playing with activities that are relevant to their interests and provide challenge. Consequently, children are eager and motivated to learn. A wide range of resources is available to the children, which cater for the differing ages and stages of the children who attend. For example, children freely choose to play with small building bricks, which the childminder supervises. Children start to build using the bricks, identifying the different colours as they place individual bricks onto their models. They enjoy building models of aeroplanes, which they proudly show to the childminder and her assistant. The childminder skilfully extends

children's ideas through using good questioning techniques to help children think about what features they could incorporate into their models. For example, she asks children what they think their models need to enable the aeroplane pilot to see where he is flying. The children think about this and then hunt through the box to find a window brick. They add this to their models and again show off their models to both the childminder and assistant. The childminder skilfully extends children's learning as she asks them what the aeroplane needs to be able to land. She patiently waits for the children to think about the problem, which enables children to decide to add wheels to the base of their model. Children proudly show off the completed aeroplane, the childminder takes a photograph to enable the children to show their parents. This helps children to feel valued and increases their self-confidence in their own abilities.

The childminder provides activities, which all the children can enjoy together. For example, some older children show an interest in a familiar science fiction film. The childminder supports this by providing resources to enable the children to make their own models and masks. She works with the younger children to help them formulate and execute their ideas. While the older work independently alongside the younger children. This supportive approach enables younger children to enjoy activities with the older, more able children. The childminder displays the children's work in the playroom, which enables children to share their models with pride.

The childminder ensures that children have daily access to her garden. This helps them to develop their physical skills as they ride around on sit and ride toys and bicycles. The childminder ensures that children are able to enjoy an exciting range of activities outdoors, as she has a range of resources, which cover all seven areas of learning and development. For example, children enjoy making marks outside on the patio using chunky chinks. This helps them to develop their early writing skills. The childminder provides a wide range of messy play for the children to enjoy, which encourages them to use their senses to feel, move and manipulate various materials, such as soil and sand.

The childminder promotes children's literacy and numeracy development well. She regularly uses numbers as she plays with the children and encourages the older children to learn the sounds of letters in their names. This helps children to prepare for the next stage in their learning. The childminder has visual references of numbers and letters for children to refer to in books and resources. However currently she does not have any on the wall to enhance children's learning further and enable them to refer and learn from these too. The childminder encourages children to develop a love of books from an early age. She has plenty of books for all ages in the playroom. Some large comfortable cushions on a rug invites the children to choose a book and share it with their friends or the childminder. Children develop a love of books from an early age as there are plenty of books for all ages to enjoy in the playroom. The childminder has created a cosy area by providing some cushions on a rug. This invites children to choose a book and share it with their friends, the childminder or assistant.

The childminder and her assistant have exceptional relationships with the children who attend. They know all of the children extremely well, which enables them to anticipate and meet children's individual needs quickly. For example, they anticipate children's need for reassurance or support, providing loving, warm and consistent cuddles. Consequently, children flourish in the nurturing and supportive care of the childminder. Parents provide a range of information on child record forms, which enables the childminder and her assistant to meet children's individual dietary and care needs exceptionally well.

The childminder helps children to develop an excellent understanding of the importance of leading healthy lifestyles. She provides healthy, balanced and nutritious meals and snacks, which include plenty of fruit and vegetables. The childminder helps children to develop exceptional social skills and table manners, as the childminder and children eat together at her large dining table. They learn the importance of personal hygiene routines, as they go to the bathroom to wash their hands before eating and after being in the garden. Consequently, this helps to maintain children's good health and prevents the risk of cross infection.

The children enjoy a wide range of experiences in the garden. The childminder provides a wide range of resources, which cover all seven areas of learning and development. For example, children are able to develop their imaginative skills through role-play outdoors as well as indoors. The childminder takes resources, such as dolls, play food and blankets outside. This enables children to pretend to take care of their 'babies' and enjoy playing in the fresh air. The childminder provides chunky chinks in different colours, which enables children to use their creative skills to draw patterns on the concrete.

The childminder supports children's understanding of how to behave exceptionally well. Older children look out for and show care and concern for the younger children. The childminder constantly praises children for their good behaviour. She reinforces the use of 'please' and 'thank you' by praising children for their politeness. This helps children to develop high levels of self-confidence and self-esteem, which helps to prepare them for the next stages in their learning and development.

The childminder has developed strong links with the local schools and pre-schools, which some of the children she cares for attend. This means that there are effective systems in place to share information about children's days and their learning and development. This enables the childminder to pass on relevant information to the parents. The pre-school shares their planning with the childminder, which enables her to provide follow up activities to consolidate children's learning. This effectively promotes continuity of care between the early years settings children attend. Younger children accompany the childminder on the school run, which means that they are able to become familiar with the school premises. Consequently, this supports children when they move from the childminder's care into school.

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

The childminder has a highly impressive understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She places the highest importance on ensuring that she and her assistant have up-to-date safeguarding training. This means that they are fully aware of the procedures to follow should they have any concerns about children in their care. The childminder fully checks her home prior to the children arriving, which enables her to identify and minimise any risks to children. Consequently, her home is welcoming, warm and totally child friendly.

The childminder spends time each day talking to her assistant; this enables them to share ideas and information about the children in their care. They have a key person system in place, which supports children as they settle in to their new surroundings. However, in practice all the children are equally as close to the assistant and childminder. This supports their personal, social and emotional development exceptionally well. Consequently, children are extremely happy, settled and clearly enjoy being in the childminder's care. The childminder and assistant complete the observations and assessment together; this ensures that all children's progress is regularly checked. The planning responds daily to children's interests and learning and development needs. This helps to ensure that children are prepared for the next stage in their learning and development.

There are effective systems in place to evaluate the effectiveness of the educational and care routines for all the children. The childminder seeks the views of her assistant, the children and the parents when identifying her settings strength and weakness. Consequently, the childminder maintains a highly impressive capacity for continuous improvement. She regularly attends training courses and supports her assistant's professional development through additional training courses. This works to ensure that they both have high skills levels and are able to provide individual, tailored care to all the children.

The childminder works well with external professionals. She has links with her local authority development advisor, which means that she is able to seek support or guidance if required. In addition, she has links with other local childminder's, which provides opportunities for the children to play together. This enables the childminder to discuss examples of good practice and new ideas to enhance children's learning and development progress.

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

Unique reference number	EY221542
Local authority	Waltham Forest
Inspection number	846948
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	15
Name of provider	
Date of previous inspection	19/06/2009
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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