

Inspection date

Previous inspection date

27/01/2014

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 are cared for in an environment that is warm and caring and which enables them to develop a good sense of belonging.
- The childminder undertakes detailed observations and assessments to track and support children's learning and development.
- The childminder has developed a good two-way communication with parents to promote continuity of care and learning.
- Children receive nutritious home-cooked meals and snacks to promote their well-being.
- Children's welfare is promoted because the childminder demonstrates a good understanding of implementing safeguarding procedures.

It is not yet outstanding because

- There are fewer opportunities for children to learn about all aspects of diversity in relation to people with disabilities.

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.
- The inspector discussed the childminder's development plan and self-evaluation.

Inspector

S Campbell

Full report

Information about the setting

The childminder registered in 2013. She lives with her partner and young daughter. The family lives in Chingford in the London Borough of Waltham Forest. The home is close to local shops and schools. The family live in a first floor maisonette. All areas of the home are used for childminding purposes with the master bedroom being used for sleep provision. The premises are accessed by approximately 15 steps that lead up to the main living area. There is a garden available for outside play.

The childminder is minding two children in the early years group on a part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local school to take and collect children. The childminder holds a childcare qualification. The family has a pet cat.

What the setting needs to do to improve further

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

- extend children's opportunities to learn about all aspects of diversity specifically in relation to people with disabilities.

Inspection judgements

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

The childminder has a good understanding about how children learn through play. She promotes children's learning and development well in all areas of learning. Children enjoy their time at the childminder's home and take part in a varied range of activities that meet their individual needs and development. Through detailed observations and assessments, the childminder is able to plan for children's next steps in their learning. For example, she provides toys to aid children's emerging walking skills and she takes time to name objects to encourage children's language development. In addition, the childminder has created a digging area in the garden to support children's interests, and children's self-help skills are promoted through everyday routines.

Children's profiles are detailed and observations clearly link to specific areas of learning to enable the childminder to effectively track their progress. The childminder uses scrap books, alongside children's written observations, to show what children can do and how planned activities support their learning and development. The childminder continually talks to children to promote their language development. Young children enjoy playing with a toy mobile phone and are encouraged to imitate discussions with others. Children have access to age appropriate nursery rhyme books to effectively promote their interest in printed material. Through thoughtful planning by the childminder, children benefit from

making marks to support their early writing skills; for example, using the black-board and engaging in free hand painting. In addition, children enjoy imitating the childminder using a clip board and paper.

Through everyday activities and routines, the childminder counts to teach children early mathematical skills. For example, children are encouraged to count steps while using the stairs and take part in number songs. Children benefit from going on outings to the local forest. They collect logs and leaves to develop their understanding and interest in the natural environment. These natural objects are placed in the childminder's garden enabling children to revisit their experience and learning. Children benefit from observing some features of living things while playing with the bug box, for example ants and worms.

Children enjoy playing with role play toys to enable them to act out real life situations and promote their imagination. Children play with some resources that reflect positive images. However, there are fewer opportunities to help them to learn about disability to support their learning of people in the wider community. The childminder plans a good range of art and craft activities to develop children's creative skills, for example food printing and free hand painting. Children enjoy exploring their senses while taking part in feet and body painting activities. Additionally, children play with cereals, soil and gloop, which supports their play and sensory experiences.

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

The childminder has formed strong bonds with children and, as result, they are well settled in their environment. From the outset, the childminder works closely with parents to obtain detailed information about children's starting points. In addition, while children are settling- in, the childminder works in partnership with parents to obtain information about children's individual needs. The childminder's approach to obtaining essential information about children's backgrounds and what they can do enables her to effectively build on what children already know and to promote continuity of care for young children.

Young children comfortably snuggle up to the childminder in her lap after their sleep time. Children smile to the childminder's spoken words and during the day confidently communicate using some recognisable single words and babbles. Children benefit from playing naming games with the childminder as she encourages them to point to different body parts, for example their eyes and nose. From a young age the childminder promotes children's self-care skills by encouraging them to feed themselves and clean their hands and face with a flannel independently. The childminder encourages children to wash their hands at appropriate times to minimise the spread of cross infection.

The childminder instinctively responds to children's sneezes by saying 'excuse me' and 'bless you', which helps promote children's social skills. The childminder demonstrates a good understanding of managing children's unwanted behaviour according to their age and stage of development. This helps children to develop a good understanding of right from wrong and to respond positively to consistent praise for their achievements. Children

benefit from regular outdoor play to support their well-being. Children attend the local carer and toddler group so they can interact with their friends and others. Children happily play on ride on toys and use a range of garden tools while playing in the digging patch, which promote a range of physical movements.

Through obtaining essential information about children's dietary requirements, the childminder ensures they are met. She displays her menu and maintains a record of children's daily food intake in their diary. This helps parents to be fully informed about all aspects of children's care. The childminder fosters supporting children's overall well-being by providing home-cooked, nutritious meals. Children enjoy snacks which promote their understanding of foods that are good for them, for example rice cakes and banana. Children learn how to keep themselves safe while out on outings because the childminder talks to children about road safety. There are good safety measures in place which means children can play and explore safely.

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

The childminder demonstrates a good understanding of her role in safeguarding children and child protection procedures, which promotes children's welfare. She has a good understanding of the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage to effectively support children's care, learning and development. The childminder maintains relevant documentation well and, where required, essential records are shared with parents; for example, accident and medication records. The childminder supervises children well and they are frequently monitored while asleep to promote their welfare. She undertakes regular risk assessments of the home so that children are cared for in a safe and secure environment.

The childminder evaluates her practice and service well by using an action plan to promote good outcomes for children. Subsequently, she is working toward further developing the digging area, implementing the topic 'people who are special to us' and extending resources. She values parents' feedback through questionnaires and, in the main, positive responses are received. The childminder acknowledges the importance of a good partnership with parents. Through a varied range of methods, the childminder shares information with parents about children's care and progress; for example a daily diary, the sharing of children's learning journey and ongoing discussions. She effectively encourages parents to share children's observations and interests at home. This allows parents to contribute to children's learning and creates an environment that promotes effective partnership working.

Children have access to a varied of good quality toys to support their learning. The childminder uses local resources to support children's play, for example the library. Additionally she works closely with the local authority and plans to use her local toy library so that children's play is consistently varied.

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	EY462897
Local authority	Waltham Forest
Inspection number	927951
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	2
Number of children on roll	2
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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