

Inspection date	07/01/2014
Previous inspection date	11/02/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 uses effective procedures to help children to quickly settle and promote their emotional security.
- The childminder makes good use of observation and assessments, to enable effective learning to take place for all children.
- Children's communication and language skills are developing very well. They use actions, single words and sentences to express their needs and desires. They also demonstrate a growing vocabulary.
- The strong partnership between the childminder and parents helps to promote consistency of care and enhance children's learning.

It is not yet outstanding because

- Young children are not fully supported to learn the reasons why they need to wash their hands, in order to strengthen their understanding of good personal hygiene.
- Children do not always have easy access to some of their favourite toys because some of the storage containers are deep and piled high with toys.

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 held discussions with the childminder.
 - The inspector observed the childminder's interaction with the children.
- The inspector sampled documentation including the register of attendance,
- children's information records, observation and assessment records, the childminder's training certificate, policies, accident and incident book.

Inspector

Jennifer Liverpool

Full report

Information about the setting

The childminder registered in 2012 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her children aged 11 years and two years old. She lives in Walthamstow, in the London borough of Waltham Forest, which is close to public transport links, schools and shops. The whole of the ground floor of the childminder's home is used for childminding.

The childminder is currently minding three children in the early years age group. The childminder regularly takes children to the local toddler groups, library and parks. She is able to take and collect children from the local nurseries and schools. The childminder operates all year round between 8am and 6pm, from Monday to Thursday.

What the setting needs to do to improve further

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

- help young children learn about the importance of hand washing routines through discussions and play opportunities, so that they gain an understanding of the importance of good personal hygiene at an early age.

- Improve the storage facilities to enable children to find toys of their choice easily.

Inspection judgements

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

Children's overall learning and development is well supported through play and outdoor opportunities. The childminder effectively uses her observations and written assessments of children's achievements to plan activities based on their emerging abilities and interests. In addition to this, the childminder encourages parents to be involved in their children's learning and development through discussion and the regular sharing of photographs and written assessments. This provides children with consistent care and learning between home and the setting. The childminder provides children with a range of resources that enable them to become aware of differences and learn about the wider world. For example, children are given support to learn about different countries, when looking at an atlas. They also begin to learn about foods grown in other countries and the type of clothes people from other countries wear, when listening to stories from around the world.

The childminder actively interacts with the children during their play and uses a good range of techniques to support and extend children's language development. For example,

the childminder repeats and expand on young children's attempt to communicate. Young children imitate the words they hear from adults and older children. They begin to use one-to-two word sentences, thus demonstrating a growing vocabulary. The childminder asks children questions to initiate conversation. She also asks simple questions to encourage children to answer and to use talk to describe what they are doing. This enables children to develop confidence in expressing themselves. Children play with a wide range of play equipment that is suitable for their age. Children generally have easy access to toys, particularly those that are set out on tabletops, on the floor and from crates, on low-level storage units. However, some of the storage boxes are filled with toys and because they are deep, children are not able to easily access their favourite toys.

The childminder makes good use of the local community, to support and extend children's learning. For example, she takes children to toddler groups, where they can play with other children outside of the home and take part in group activities. This encourages children to gain confidence in group situations. The childminder regularly takes children to the library for story telling sessions and children are encouraged to choose books, for their story time sessions at the setting. Consequently, children are developing a healthy interest in books. Young children show good book handling skills and they begin to recognise familiar objects and animals. However, the childminder do not always make use of daily routines to help children learn the importance of good hygiene, such as hand washing to strengthen their understanding of personal hygiene.

The childminder set up a wide range of opportunities that enable children to explore by using their senses, as they respond to the smell of baked bread and bunches of flowers, when visiting the local shops. They also discover the contrasting texture of play dough and the colour of paints. Children have good opportunities to find out how things work such as when pressing buttons on activity sets and listening to sounds. This helps to build on children's curiosity and enables them to acquire the skills they need, to be ready for the next stage in their development.

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

Children are happy and well settled in the childminder's home because she has good procedures in place for settling new children. For example, the childminder arranges for parents to visit with their child to introduce them to the setting. She carries out home visits to the children's home to build a trustful relationship and to find out about the children's individual needs. The childminder also encourages parents to stay with their child for the first few days or more and gradually increase the childminding hours in agreement with the parent. This means that the childminder sensitively supports the separation between the children and their parents, when they start their placement. This enables children to experience a smooth transition into their new surroundings. Children behave well and they benefit from the consistent praise and encouragement they receive from the childminder. The childminder help children to learn important social skill such as sharing. This helps children to enjoy each other's company and to learn to cooperate with their friends during play.

The childminder follow good hygiene procedures when preparing foods, such as wearing gloves. The childminder monitors the older children's hand washing routine, both after toileting and before snacks. The childminder supports young children to wash their hands before meal times. However, she does not always explain the reasons why they need to wash their hands, so that they begin to understand the importance of personal hygiene. The childminder obtain detailed information from parents about their children's dietary requirements and she liaises with parents to ensure that children's individual dietary needs are met. The childminder encourages children to develop a healthy eating habit as she provides them with varied and nutritious lunches. She also offers children a selection of fresh fruits for snacks, such as, strawberries, blueberries and kiwis. This helps children to recognise foods that are good to eat. The childminder places children's water beakers on a low-level table, so that children can help themselves to fresh drinking water when they need to. Consequently, children are beginning to think about their personal needs. The childminder supports children's physical development through daily walks within their local environment. She also takes children out on regular trips to parks and toddler groups, where they use a range of equipment including swings, mini slides and tricycles to develop their coordination.

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

The children's welfare is promoted through the childminder's knowledge and understanding of the required procedures for safeguarding children. For example, the childminder is able to demonstrate her recognition of the signs and symptoms of abuse and neglect including the process for making referrals. The childminder makes sure that all relevant records are in place, accurately maintained and available for inspection. This reflects the safe management and the wellbeing of the children. She is also fully aware of the requirements for maintaining records for a period, after the children have left, for historical purposes. Children's safety and security is promoted. This is because the childminder checks authorised visitor's identification before allowing them to enter the premises and she keeps a record of their visit. The childminder carries out regular visual checks and completes a record of the risk assessment to minimise hazards to children, when indoors and out on trips. Children receive appropriate care in the event of sustaining minor injuries because the childminder holds a valid first aid certificate to administer first aid and keeps a fully stocked first aid box.

The childminder regularly reflects and evaluates her practice in order identify her strengths and ways to improve the quality of care and learning for children. The childminder has attended a number of training courses, which includes the 'Every Child's a Talker' training programme. This has contributed to the development of children's communication and language skills. Consequently, children are developing a growing vocabulary. The childminder has also attended training to develop her understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. As a result, the childminder makes effective use of the process for observations and assessments, thus enabling children to make good progress in their overall learning and development. Consequently, the childminder has successfully

addressed the action and recommendations raised at the last inspection. The childminder demonstrates a capacity to maintain continuous improvements in the outcome for children.

The childminder's strong partnership with parents helps to ensure that children's care is consistent and their learning and development is encouraging. The childminder values parents as partners. She respects their wishes as she takes the individual needs of the children into account, when organising the day and attending to the children's routine care. The childminder uses a variety of communication methods that keeps parents fully informed about their children's general wellbeing, activities and the progress they make. The childminder has established good working relationships with staff at the local nurseries and schools that children attend, which promotes children's continuity of care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY447872
Local authority	Waltham Forest
Inspection number	943545
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	11/02/2013
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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