

Inspection date

08/04/2014

Previous inspection date

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 a warm and homely environment, where they can move about confidently and freely. They access their choice of play activities and decide where they want to play. This ensures that children build secure attachments with the childminder and are settled and happy.
- Children settle easily with the childminder because of the effective settling-in arrangements. Some good information is gathered from parents when their child starts, so that the childminder is fully aware of their individual welfare needs. This enables her to provide for individual children well and in line with their home routines.
- Children have access to a good selection of resources and activities, which supports their development and progress in all areas of learning.

It is not yet outstanding because

- There is scope to extend children's sensory experiences, to further explore different textures and more natural resources through their play.
- Children's home languages are not fully reflected in the setting.

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 looked at the children's learning journeys, assessment documentation and a selection of policies and children's records.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector took account of parents views via parent questionnaires.
- The inspector observed the children playing and their interaction with the childminder.

Inspector

Sharon Henry

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and three children in the Walthamstow area within the London Borough of Waltham Forest. The whole of the ground floor is used for childminding purposes. There is a garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for one child in the early years age range. The family have a cat.

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 enhance their sensory experiences, to further explore different textures and more natural resources
- further promote children's sense of self by reflecting their home languages within the setting.

Inspection judgements

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

The childminder supports children well in their learning and development through her high expectations of them and her secure knowledge and understanding of the Early Years Foundation Stage. The seven areas of learning are effectively covered. Consequently, children have good opportunities to make progress towards the early learning goals. Children happily engage in a wide range of play experiences, which enables them to make good progress in their learning and development. The childminder plans and provides some purposeful learning experiences for children through the provision of hands-on learning experiences. The childminder plans these in line with children's interests. For example, the childminder provides water play inside by laying a waterproof covering over her carpet as the children are showing interest in water play.

The childminder has implemented a comprehensive observation and assessment system. Each child has their own file where the childminder records the observations she makes and links them to the areas of learning. She then identifies how she can progress children's learning based on what she has observed. She shares a monthly summary of the children's development with the parents and uses this to enable her to track their learning, which she supports using appropriate tracking documents. This complements her already good knowledge of where she has assessed children are in their learning. This method also shows clearly how the children are making good progress and helps the

childminder to plan for their next steps of learning. The childminder readily shares files with parents to help them continue to promote their children's development at home.

The childminder promotes children's language development well as she provides a running commentary on what she is doing. She models correct pronunciations of words and repeats individual words so children are able to name objects and start to form simple sentences, which effectively nurtures their thinking and language skills. As the childminder reads stories to the children they become fully engrossed. She relays the story with great intonation, so children remain interested and involved. She asks open-ended questions about the children's favourite book and asks 'which one shall we read first' encouraging children to think. The childminder plans activities according to the interest of the children attending. For example' when younger children show a passion for water play, she puts a water proof cover over her carpet in order to provide water play inside. Children enjoy the experience as they splash, try and catch the bubbles, fill containers and squeeze the water from the cloth, they become excited as they get their feet wet when then step on the cloth and giggle. The childminder seizes the opportunity to talk about the bubbles and the different objects in the water, such as the fish where she talks about the size and the colour.

The childminder support children's physical development well, both inside and outside the home. Children are enthusiastic to dance; they choose a disc and jump on the indoor trampoline in time to the rhythm, and clap hands while attempting to sing the words. Visits to the local parks and soft play venues furthermore supports children's gross motor skills. A good selection of programmable resources supports their understanding of the world. However, the childminder does not fully explore opportunities for children to extend their sensory experiences through different textures and more natural materials. This means their experiences are not as rich as possible.

Partnerships with parents are good overall, and they receive regular information about their children's development. They are encouraged by the childminder to look at their children's development files and observation diaries. They are also encouraged to include observations of their children's play at home in the diaries. Therefore, the childminder fully informs parents about the activities their children enjoy and how well they are progressing.

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

Children thrive in the childminder's care where affection is readily given and received. Children happily move around the childminder's home and enjoy choosing resources to play with, which promotes their confidence and independence. Children form secure emotional attachments to the childminder; they readily approach her for cuddles and show how much they enjoy coming to her home through their confident approach.

The childminder is very knowledgeable about children's individual needs and unique personalities. They respond well to the childminder's calm and patient character as she sets, explains and maintains clear, reasonable and consistent limits. The childminder

records useful information from parents about their children's individual interests, needs and preferences. She uses this as the basis of her care to ensure that each child feels valued and special and receives individual attention. The childminder displays artwork in the setting, which helps to raise children's self-esteem as well as enabling parents to see their child's own work. As a result, children are settled and self-assured.

The childminder ensures that all areas of her home are safe for children to access, as risk assessments are in place for the home, garden and outings to promote children's safety. There are good arrangements in place to help children learn to keep themselves safe through everyday routines. Fire drills are regularly practised and children are learning to tidy away some of the toys before getting more out to maintain a safe play area for them.

Children are encouraged to develop healthy lifestyles as the childminder provides many opportunities for physical play and exercise. For example, Children enjoy lots of outdoor play, which effectively promotes their physical development. The childminder makes good use of local venues, such as toddler groups and parks. This extends the options for children to socialise and enjoy outdoor play so that they benefit from joining in with their peers, having fresh air and regular exercise. The childminder provides healthy meals and snacks. Meal and snack times are sociable and enjoyable times, with the childminder talking to the children about what they are eating. This supports children's understanding of healthy foods and an enjoyment of a healthy diet.

The childminder manages children's behaviour in a positive manner and constant praise and encouragement from her develops children's self-esteem. The childminder has effective behaviour procedures in place, where she gives children clear explanations as to what is acceptable and unacceptable in an age-appropriate way. She is a very good role model to the children, encouraging them to use good manners and begin to share and take turns. Consequently, this supports their personal and social development and provides them with valuable skills for the future.

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

The childminder has made a positive start to her childminding. She talks with great enthusiasm and is passionate about her work with the children being observed during the inspection, which she reflects in her good practice. She recognises the importance of working alongside other professionals, such as childminding colleagues and early years practitioners. She knows this has helped her gain confidence and given her good ideas to reflect on her practice and provide a good quality provision for children. She involves parents on assessing her provision for children. Parents' written comments during the inspection show they are highly satisfied. This has helped the childminder form realistic plans for further improvement.

The childminder has a thorough knowledge and understanding of safeguarding issues and the procedure to follow if she has concerns. The childminder makes parents aware of her role and responsibility to protect the children in her care. Comprehensive risk assessments

are in place and regularly reviewed. These identify hazards and appropriate steps to take, to eliminate risk and keep children safe and secure.

The whole environment is welcoming, safe and stimulating and children enjoy their learning and grow in confidence. An inclusive approach to the care given ensures their individual needs are met well. The childminder takes into consideration each child's backgrounds and beliefs and are valued and respected. However, there is scope for the childminder to further support children's home language within the setting.

Effective partnerships with parents ensure that the childminder knows and meets each child's individual needs. The parents complete forms before the childminding arrangement begins. These include information about health requirements, diet and routine.

Consequently, the childminder provides consistent and appropriate care. The childminder shares information with parents verbally, through photographic evidence, written records and online. This means that she keeps parents well informed and updated.

The childminder is committed to provide the best quality care and learning for children and strives to continually improve her practice. For example, she meets with the local authority advisor to monitor her provision to ensure she is secure in her knowledge and practice. The childminder is committed to continuing her professional development and plans to attend future relevant training courses. This is so she can continue to develop practice in early years and use these skills to develop further the already good quality childminding provision. The childminder has begun to evaluate her practice in order to identify priorities for improvement. As a result, she is able to set appropriate targets to improve learning opportunities for children. For example, she is presently undertaking a childcare course at level 2 and is soon to start the Children and Young People's Workforce at level 3.

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	EY464350
Local authority	Waltham Forest
Inspection number	939838
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
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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