

Inspection date	11/04/2014
Previous inspection date	10/04/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Where possible the childminder uses the first language of the children and this shows that the children's first language is valued.
- The childminder provides resources, activities and daily routines to develop children's interests and understanding of mathematical ideas.
- Children have regular opportunities to explore their local environment.

It is not yet good because

- The childminder has breached a welfare requirement by not meeting the adult child ratios.
- Children have fewer opportunities to use resources or play with toys that reflect positive images of diversity and those that develop their sensory skills to aid their understanding of the world.
- Hand drying procedures do not fully promote children's good health.

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.

Inspection activities

- The inspection had discussions with the childminder.
- The inspector observed the childminder and assistants' interaction with the children.
The inspector sampled some documentation, which included the children's
- registration forms, register of attendance, assistants/staff records, training certificates and policies.

Inspector

Jennifer Liverpool

Full report

Information about the setting

The childminder was registered in 2011. She lives with her husband and adult daughter in Leyton in the London Borough of Waltham Forest. She lives close to shops, parks, schools and public transport. The whole of the ground floor of the childminder's home and the third bedroom on the first floor is used for childminding purposes.

The childminder is registered on the Early Years Register. She works with two assistants. There are currently 10 children from one year to four years on roll, some of whom attend on a part time basis. The childminder regularly takes children to the local parks and other outdoor play facilities.

The childminder has qualified teacher status. She 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:

- ensure that the adult to child ratios, including when working with assistants, are maintained at all times, as set out in the Statutory Framework for the Early Years Foundation Stage.
- improve the programme for understanding the world by increasing the range of resources and activities to support children's understanding of diversity and to provide opportunities for babies and children to experiment and discover using their sensory experiences.

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

- develop further procedures to reduce the risk of cross infection, particularly in relation to hand drying.

Inspection judgements

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

The childminder acknowledges and values each child's individuality. She works closely with parents to ensure that she has information about the children's background and individual needs, which enables her to appropriately support the children's developmental needs. For example, the childminder asks parents for key words in the children's first language so

that she can use the words in every day conversation with the children. This helps children to acknowledge that their own language is important and also that the childminder values their differences. The childminder gives clear communication and guidance to her assistants and as a result of this they are able to meet the developmental needs of the children. The childminder regularly observes and assesses the children's progress during activities and at routine times. She uses her notes to identify the next stage in the children's learning and plans a suitable range of activities to help develop the children's abilities.

All of the children attending the setting are bilingual and their communication and language skills in English are developing. This is because the childminder and her assistants, who also speak the first language of some of the children, mainly speak to the children in English. In addition to this, the childminder displays posters around the room and she uses these to support children's interests and to encourage simple conversation. The childminder provides some books for children learning to speak English in their first language. This helps all of the children to become aware that books are written in other languages. However, the children have few toys, resources and activities that reflect positive images of race, culture and disability to help develop their understanding of diversity and the wider world. Young children are beginning to learn number names and count in every day situations as the childminder and her assistants support them to learn a range of number rhymes. Some of the older children show interest in numbers and are beginning to recite and recognise numbers up to 50 and beyond. This is because the childminder places number displays where children can see and use to help them count and develop their number recognition. Children are developing skills that help to prepare them for school.

The childminder takes children out on trips within the local environment, which include visits to the parks and the farm. This helps children to understand some of the features of the immediate environment. The children have regular opportunities be creative as they take part in painting and are developing painting techniques, such as hand painting and number prints. Children play with a suitable range of small world figures and pretend play equipment that encourages them to use their imagination. However, the childminder has a limited range of natural materials to help children use their sense of touch, smell and observation to explore, discover and try things out. This limits children's understanding of the world.

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

The childminder works with parents to help with the settling arrangements for the children when they are new to her setting. For example, the childminder encourages parents to spend time with their child during the first few days to help with the development of new relationships with the childminder, assistants and other children. This helps children to develop self-confidence to separate from their carers and to form trustful relationships with others. In the main children settle well and feel relaxed in the childminder's home because she is warm, friendly and has a positive caring approach. This supports children's emotional well-being. Children's behaviour is generally good and they are learning to

share toys. The childminder and her assistants manage children's behaviour appropriately by use of distraction and simple explanations about why certain behaviour is not acceptable. Children benefit from a suitable range of safety equipment and procedures. For example, stair gates and fire equipment and they also take part in practising the fire drill regularly.

The childminder provides children with a nutritious and varied range of food that helps children to develop healthy eating habits and learn about foods that are good to eat. This includes, chicken, seasonal vegetables, soups and pasta dishes. The childminder makes sure that the foods brought in from home for children with specific dietary requirements are kept at a suitable temperature to prevent the food from spoiling. Children receive regular drinks of water so that they do not get thirsty. The childminder and her assistants' appropriate daily routine and gentle reminders help children to understand the importance of washing their hands before meals and after visiting the toilet. However, the childminder does not provide a sufficient amount of towels for the number of children she is caring for to reduce further risks of passing on germs. The childminder makes sure that children have daily opportunities to go outdoors on short walks or trips to the local parks for fresh air and exercise. This helps to support children's physical development.

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

The inspection was brought forward by Ofsted in order to check if the childminder has addressed the notice to improve that were issued by Ofsted at a previous investigation visit. The investigation required Ofsted to issue a warning letter as the childminder failed to notify them of the changes to those working on the premises. Ofsted also raised three notices to improve that asked the childminder to notify Ofsted of new assistants, to ensure that individuals whose suitability has not been checked, including through a Disclosure and Barring Services check do not have unsupervised contact with children being cared for. To ensure that appropriate vetting checks, including Disclosure and Barring Services checks are undertaken for all those who work directly with children or live on the registered premises. To also ensure that a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person is accurately maintained at all times. The childminder now knows to apply for checks to be carried out on new assistants to assess their suitability to work with children. The childminder demonstrates an understanding that individuals who are un-vetted are never left unsupervised with the children to make sure children are not put at risk from an unsuitable adult. She now obtains parents' written permission to leave children with an assistant and understands that children can be left with an assistant for no more than two hours in a day. The childminder now keeps an accurate record of the children's hours of attendance and the names of the assistants who help to look after them. The childminder was operating as childcare on domestic premises, which her condition of registration does not permit. The childminder has reduced the number of assistants she works with at any one time and on this occasion Ofsted does not intend to take further action.

The childminder demonstrates a sound knowledge and understanding of safeguarding

children. She also understands what action to take if she has concerns about a child and if an allegation was made against her or the assistants. In addition to this, the childminder has a safeguarding policy in place, which she makes available to the assistants. Consequently, the assistants are aware of child protection issues and the procedures to follow if they have any concerns. This generally supports the welfare of the children. However, the childminder admits that she exceeds the maximum number of three young children per adult on two days of the week. Although this does not have a significant impact on the quality of care for the children, nevertheless, the childminder is in breach of a legal requirement.

The childminder's policies and procedures guide the childminder and her assistants in their daily practice. For example, the childminder carries out regular risk assessments that enable her to reduce potential hazards to children indoors. The childminder makes certain parts of the premises, such as the garden where immediate action cannot be taken, inaccessible to the children. This helps to maintain children's safety. All mandatory records for the safety and management of the setting are in place and maintained. The childminder attends training whenever she can and she also encourages her assistants to attend training, such as, paediatric first aid. This enables them to provide appropriate care for the children. The childminder understands her responsibilities to meet the learning and development requirement through the process for observation and assessments and planning a range of activities to promote children's learning. Consequently, children are making sound progress in their learning and development in most areas. The childminder is beginning to identify her strengths and areas of practice to improve the quality of care and learning that she offers to children.

The childminder develops positive relationships with parents. The childminder shares her policies, procedures and training certificates with parents, which informs parents about the service she provides. The childminder promotes continuity of care for children as she holds informal discussions with parents about their child's routine care and how they have spent the day. She also shares children's observation and assessment report with parents so that they know how well their children are progressing. Parents' written comments indicate that they are happy with the care their children receive and the activities on offer to support their children's learning and development. The childminder demonstrates an awareness of the importance of building partnerships with the schools or other settings that the children also attend in order to promote continuity in children's care and learning.

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	EY436837
Local authority	Waltham Forest
Inspection number	948613
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	10/04/2012
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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