

## Inspection date

Previous inspection date

09/06/2014

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 making good progress in their learning and development and are supported well by the knowledgeable childminder and her caring assistant.
- The childminder is friendly, experienced and treats children with great respect. This means children are happy, secure and confident.
- Good relationships with parents ensure the childminder can meet the children's needs well and in line with their wishes.
- The children access a good selection of resources and equipment that enables them to be self-motivated and happily engaged in their play and learning experiences.

### It is not yet outstanding because

- The childminder does not fully explore opportunities that support children in gaining a greater awareness of the wider world and promote disabilities.
- The childminder does not fully enhance children's awareness of the natural world outside, with particular regard to planting and growing.

## 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 children's assessment records, planning documentation, evidence of the suitability of adults living and working within the setting, the self-evaluation form and a range of other documentation.
- The inspector observed activities with the children and held discussions with the childminder and her assistant throughout the inspection.
- The inspector observed activities and access to resources indoors and outside.

## Inspector

Sharon Henry

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband, mother and young son in Walthamstow in the London Borough of Waltham Forest. The childminder works with two assistants and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for eight children in the early years age range. Some of whom attend on a part-time basis.

### What the setting needs to do to improve further

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

- develop opportunities for children to widen their knowledge of the natural world by enabling them to grow and investigate plants
- develop further opportunities and resources that support children in gaining a greater understanding of the world, with regard to communities, traditions and disabilities.

### Inspection judgements

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

The childminder's interactions and teaching techniques are positive and show her good understanding of how to engage and capture children's interests. This helps children to progress well and develop good skills for their future learning, such as moving on to nursery or school. The childminder has strong skills and knowledge of the learning and development requirements and a thorough understanding of how children learn. The childminder has a secure knowledge of enabling children to make progress by providing interesting and stimulating activities that meet all of the areas of learning. In particular, she is proactive in supporting children to make effective progress in the prime areas of learning. Children are well motivated and the childminder enhances their learning through her high level of understanding of promoting children's interests and ideas. All children make good progress towards the early learning goals because the childminder observes and assesses their progress. She uses her observations to inform future planning and identify the next steps in learning for each child. The childminder has yet to implement the progress check for children at age two but can identify what the children in her care can do and is fully aware of what this entails. All children are working comfortably within the typical range of development expected for their age. As a result, children are making good progress in their learning and development.

The childminder ensures children have easy access to a wide range of books. They also

have regular trips to the library to nurture their love of reading and foster their early reading skills. Children are confident communicators and the childminder uses purposeful and skilful questions to encourage children's language skills further. In addition, she gives children support to learn new vocabulary as she repeats new words clearly for them to practise and praises their efforts to pronounce them. As a result, children communicate well and enjoy the flow of conversation with her. The childminder gives children many opportunities to express themselves freely using different mediums. They have ample opportunities to paint, bake and create collages.

Children enjoy playing with the large bricks, where they are encouraged to build a tower. The childminder uses this occasion to introduce the concept of early maths, as she talks to them about big and small towers and discuss the different colours. It is evident that children enjoy their time in the company of the childminder and her assistant, as they often involve them in their play and share their experience with them. For example, one child proudly shows the assistant her hair clip, saying that it was new. The childminder generally supports children's understanding the world as they visit to the local park where they feed the ducks and see the Gazelles. There are some opportunities for children to learn about the wider community through discussion and some celebrating of festivals such as Chinese New Year. However the childminder is still building extensive range of resources that reflect diversity and disability. Therefore, this does not fully support children in learning about other people and communities.

The childminder understands the importance of developing children's physical skills. They have daily opportunities to play in the well-resourced garden or at a wide variety of local parks and groups. Children enjoy playing with the balls as they attempt to knock over the cones, they laugh with excitement as they crawl through the tunnel and growl as they pretend to be a monster. This ensures they develop skills, such as balancing and coordination. However, there are fewer opportunities for children to develop an understanding of the natural world as the childminder does not make the most of the garden to help children learn about planting and growing. This means their understanding of the natural world is sometimes, not as well supported as other areas of learning.

The childminder involves parents in their children's learning. When families first start, she explains the importance of working in very close partnership. She asks them what their children like doing and can do and uses this information to record children's starting points. This enables her to plan interesting and challenging activities and measure children's rate of progress towards the early learning goals. It also enables her to identify any situations where further intervention may be necessary.

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

The childminder provides a calm, caring and welcoming environment for children and their families. As a result, children are very secure and happy in her care. She encourages new parents to visit with their children and stay and play for a number of sessions. This means she can get to know the families well before she starts to look after the children. It also helps ensure a smooth transition for children from home to the childminder's care. She

uses these sessions to exchange important information. This helps the childminder work with parents to provide consistent care, and allows children time to build strong relationships with her. The childminder observes children closely. In this way, she accurately identifies their interests and stage of development. This ensures that children have a good sense of well-being, and this helps them develop confidence, self-motivation and a love of learning. The childminder is perceptive and values children's decisions. She works alongside children, sensitively encouraging and supporting them, while encouraging their independence. Children have developed strong and positive relationships with the childminder and her assistants. They are confident and enjoy sitting close to the childminder while playing, singing songs or reading a story. The environment has a very homely feel and the wide range of toys and resources

The childminder supports children's understanding of acceptable behaviour and how they need to be kind and respectful towards other. This is reflected in their positive relationships with each other and with adults. The childminder liaises with parents to ensure that her approach to behaviour management would be same as the parents, should it be necessary. This means that they have a consistent approach in the setting and home, which prevents children becoming confused and, helps children develop a sense of belonging and increase their well-being.

Children learn how to keep themselves safe because the childminder teaches them safe ways to have fun with the toys. They regularly practise the evacuation drill from the childminder's home and are learning about road safety when out and about in the community. The children are also learning to tidy up the toys when they have all finished with them. Children develop an appreciation of healthy lifestyles and the importance of exercise. They have a good variety of healthy snacks and meals, which the childminder freshly prepares and she take into account children's dietary needs. Meal times are a very social occasion with the childminder and her assistant sitting with the children to develop their table manners and social interactions. The childminder adheres to younger children's routines for rest and sleep, through the close working relationship with their parents. Children are beginning to develop good self-care skills with young children learning to feed themselves and washing hands before meals and snacks.

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

The childminder and her assistants work very closely together in this family-run setting. They are keen to provide the best experience for the children they care for. Consequently, children are making good progress and are happy and safe. The childminder has an effective knowledge and understanding of the requirements of the Early Years Foundation Stage and implements them well. This means that she quickly identifies and meets children's needs. The childminder and her assistant regularly review children's progress, so that they know which aspects of their learning needs to be developed further. They robustly monitor and evaluate the activities they provide, to make sure that children are visiting all of the areas of learning and making as good progress as they can.

The childminder is a strong, dedicated childcare practitioner. She is committed to developing a safe and secure environment where children learn and develop well and are protected from harm. She has completed recent child protection training and, as a result, has a comprehensive understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, she is secure in her knowledge and ability to follow procedures should she have any concerns about a child's welfare, and has had checks completed to ensure all members of the household are suitable. The childminder supervises children appropriately at all times to keep them safe and she completes daily risk assessments to identify and minimise risks to children.

The childminder forms good partnerships with the parents. The daily diaries, emails and newsletters provide them with ongoing communication about their children's activities and other care needs. The childminder shares children's learning journals with parents and provide opportunities to discuss their children's development. Parents very much appreciate the time and effort the childminder and her assistants put into the activities and experiences their children receive. This is further evidenced through the letters of recommendation received by the childminder. They comment on how much their children enjoy their time with the childminder, because she is caring and supportive and they feel secure that their children are happy with her and therefore don't want to go home.

The childminder has a good understanding of the welfare and learning requirements of the Early Years Foundation Stage and of current guidance. She is caring and attentive and organises her home well so children develop independence and are motivated to play and explore freely. The childminder is enthusiastic about childminding. She uses her experience well to monitor the educational programme and plan for children's individual needs. She is keen to update and increase her knowledge and skills and she has plans to obtain a higher level qualification. She reflects well on her practice, which enables her to meet the requirements of registration effectively. She identifies areas for improvement and makes changes as needed, for example, she has recently revised her system of observations and assessment and has now started to use a new system of tracking. This positive attitude enables her to continually develop her practice and improve the outcomes for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY470192
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	948076
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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