

## Inspection date

Previous inspection date

20/06/2014

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

- The childminder has a secure knowledge of how young children learn. She holds a recognised childcare qualification and is experienced in childcare. Consequently, children are provided with a good range of stimulating, challenging and fun activities, which support them to make good progress in their learning.
- Children are extremely well settled. This is because the childminder is highly skilful in supporting their transitions from the home into the setting and to other provisions.
- Effective organisation of resources in the welcoming and stimulating playroom means that children have good opportunities to initiate their own play. Therefore, they are happy, eager and enthusiastic to join in activities.
- There are strong partnerships with parents and others who are involved in the care and learning of the children, which ensures that children receive relevant support and consistency in their learning and development, for example in joint working with the local school.

### It is not yet outstanding because

- There is scope to further promote children's literacy by creating an environment rich in print, to maximise the children's understanding that words have meaning.

## 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 learning records, planning documents, a selection of policies and children's records.
- The inspector took account of the views of parents through their responses to evaluation questionnaires.
- The inspector had discussions with the childminder regarding her practice at appropriate times throughout the inspection.

## Inspector

Sharon Henry

## Full report

### Information about the setting

The childminder registered in 2014. She lives with her two sons in a residential area of Chingford within the London Borough of Waltham Forest. The whole ground floor of the home is used for childminding. There is an enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for one child in the early years age range.

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

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

- further enhance children literacy skills by using labelling to promote children understanding that text has meaning.

## Inspection judgements

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

The childminder demonstrates high expectations of children and plans an educational programme that has depth and breadth across the seven areas of learning. She observes children's learning and records her findings in their learning journals. She successfully uses the information to identify children's learning priorities, and makes plans to ensure children make as much progress as they can towards all the early learning goals. Parents are effectively involved in their children's learning through discussions and through the sharing of the children's records of learning. In addition, the childminder supports parents in educating their children at home by working closely with them on specific areas of their development, to aid their progress. Parents are encouraged to add information about the children's learning from home. This helps the childminder plan for the children's future learning.

The childminder effectively promotes children's mathematical development. For example, younger children enjoy solving problems when fitting shapes into the puzzle and older children learn about number through fun rhymes. In addition, when talking to children, the childminder she introduces early mathematics. For example, when cutting the melon she encourages the children to count the pieces and uses a good range of mathematical language, such as, half and quarter. This supports children's understanding of size and measure.

Children are creative and imaginative learners, which fosters their development in expressive arts and design. For example, they enjoy singing, making tea at the pretend kitchen, painting and dressing up. The childminder makes good use of the role play area

and she changes it in line with her themes. For example, it has now become a shop in line with the healthy eating theme. This is further enhanced this by introducing everyday household products such as cereal box and butter containers. Children are learning about similarities and difference as they examine the different types of melons and talk about the different size, colour and texture.

Children's language and communication skills are promoted well as the childminder supports children in their play, asking questions and engaging them in conversation. For example, when one child draws a picture of an apple, the childminder quickly uses this opportunity to talk about the different fruit and vegetables on display. They talk and look at red and green peppers and are encouraged to smell the lemon and describe how it smells. Children become engrossed in the conversation as they answer questions and express their thoughts. For example, they excitedly talk about what they do at home and a pending visit to winter wonderland. A good selection of marking-making equipment such as note pads, envelopes and a selection of fiction and non-fiction books supports children's literacy skills. However, the environment is not yet rich in labels and signs to fully encourage children's learning and curiosity about words.

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

The childminder demonstrates a good understanding of how to engage children and capture their interests. She offers a welcoming environment in which children can learn and play. This helps them to feel valued, safe and happy, and empowers them to make their own decisions. She provides an attractive, well resourced and stimulating playroom for children to play and learn. She effectively organises the resources to encourage children to initiate their own play, so that they become independent and enthusiastic learners. The children respond well to this, for example, they eagerly explore the role-play area.

Positive partnerships between the childminder and parents help to ensure an inclusive environment is provided and children's individual needs are met. The childminder shows a strong commitment to inclusive practice and takes great care to find out about and to meet children's specific needs. Consequently, children demonstrate a strong sense of security and are confident and self-assured in the setting because they receive continuity in their care and learning.

Children form secure emotional attachments to the childminder, who is a good role model. Children's well-being is promoted as the childminder takes time to talk and listen to what children have to say and this helps children to feel valued. Their self-esteem is successfully promoted with consistent interaction, well-organised activities and freedom to make choices about their play. From an early age, children are confident to make choices in their play. The environment is organised to support their all-round development and emotional well-being.

Children safety is given high priority. The childminder carries out regular risk assessments and daily checks on all areas used by children. This helps her to identify and minimise

risks so children can move around freely and safely. The childminder talks with children about how to keep themselves safe throughout the day. For example, children know about safe road crossing when out and about in the community and they learn to sit carefully at the table when using the scissors. Children show a clear understanding of the importance of following good hygiene routines to keep healthy. They independently address their personal hygiene needs and take off their coats and shoes, hanging them on their individually named and labelled coat pegs. The childminder has a good understanding of individual dietary needs and experience of making sure these are followed and met at all times. She provides a full range of meals and snacks to the children throughout the day and these are all home cooked and promote children's health and nutrition.

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

Safeguarding procedures are robust. The childminder clearly understands that the welfare of the children is paramount and she is aware of her responsibilities with regard to child protection. She has a secure knowledge of the signs and symptoms of abuse and when and how to report concerns to appropriate agencies. Detailed information is available in the childminder's file. The childminder maintains a secure and safe home and undertakes risk assessments and daily checks to ensure she minimises potential hazards and keeps children safe. All required documentation is in place and organised well to support the smooth running of the setting and to ensure children's well-being is protected.

The childminder provides a service that is inclusive for all children by ensuring she respects their backgrounds. Positive partnerships are in place with parents. The childminder obtains information about children's needs, preferences and routines before joining the setting so she can successfully meet their needs. This also ensures a smooth transition between home and her care. She makes time to share information with parents and makes them welcome to stay chat at the end of the day. Daily diaries and regular parents meeting are also in place to promote a two-way flow of information. Parents speak very positively of the childminder and the care she provides. They are very happy with the care their children receive; they comment that their child when they are picked up and say that they would be 'more than happy to recommend her to other parents'. These good partnerships have a positive impact on children's well-being.

The childminder has established good links with other early years settings children also attend. Information about their development across the settings is shared effectively through discussion and sharing of progress records. This means a cohesive approach to supporting children's learning across the settings is promoted very effectively.

The childminder has good organisational skills. This is her first inspection since registering as a childminder and she has implemented effective systems to monitor the quality of the care and service she provides. The childminder is securely aware of children's stage of development, enabling her to offer children challenge in their play. She accurately monitors her provision of resources, planning of activities and the progress children are making, ensuring this is good.

The childminder is committed to further improving her childminding practice to benefit the children who attend. The childminder can assess the setting's strengths and weaknesses and has established a process of self-evaluation. Targets set are honest and realistic, and build on the good practice already established. Consequently, she can attend further training and gain support from an early years advisor from the local authority to progress the service she provides. The childminder welcomes feedback from parents to further improve her practice. This has a favourable impact on the activities provided and the childminder's ability to enhance her practice.

### **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

<b>Unique reference number</b>	EY462702
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	931043
<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>	6
<b>Number of children on roll</b>	1
<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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