

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 10/06/2014 |
| Previous inspection date | 21/03/2012 |

|  |                         |     |
|--|-------------------------|-----|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3   |
|  | Previous inspection:    | Met |
| 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**

- Children are happy and content because of the secure and positive relationships they have with the childminder and her family.
- The childminder promotes children's communication and language skills well as she encourages them to speak in their home language and English.
- Children's health and well-being is given high priority by the childminder.
- The childminder is keen to develop and further improve her service. She acts promptly on advice and attends regular groups and training to enhance her knowledge, which further supports children's development.

### **It is not yet good because**

- The childminder has not notified Ofsted of changes to persons in her household, which is a breach of the legal requirements.
- The childminder does not have a consistent method for observing children's achievements, which hampers her ability to plan for their next steps, and to evaluate their progress.
- The childminder is not always making the best use of the garden to fully promote younger children's learning and development.

## 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 observed children's play and interaction with the childminder.
- The inspector reviewed a sample of the childminder's policies including for complaints, safeguarding and child protection.
- The inspector looked at evidence of suitability and risk assessments.
- The inspector observed resources including those provided for safety in the childminder's home and garden.

## Inspector

Catherine Greene

## Full report

### Information about the setting

The childminder registered in 1993. She lives with her husband, adult son, daughter in law and young grandchild in Leytonstone in the London Borough of Waltham Forest. The whole ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The childminder currently has one child on roll in the early years age range. She supports children learning English as an additional language. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that systems are put in place to inform Ofsted of changes to the household in order that Ofsted can check the suitability of all those working and living on the premises
- improve the arrangements for assessment and planning so that children have challenging activities based on their next steps of learning that can be evaluated and monitored

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

- extend the use of the garden to provide a richer environment for children's investigation and exploration, for example, by providing age appropriate outdoor resources and activities for younger children and babies.

## Inspection judgements

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

The childminder has a sound understanding of how children learn through play. She has a range of resources and activities suitable for the different ages of children that she cares for. She talks to parents about children's starting points and has started to use this information to help her identify some next steps for children. The childminder is able to see how children's achievements relate to the aspects of learning in the Early Years Foundation Stage. However, she does not have a consistent method of using her observations to plan effectively for children's learning and play. This means that activities focus on children's play opportunities and not their next steps in learning.

Parents share daily information about children's achievements and the childminder guides them in how to support children's learning and development at home. The childminder has a sufficient knowledge of how to complete the progress check for two-year old children when required. Furthermore, she has an appropriate knowledge of how to work in partnership with other services to support children's individual development needs.

Children can choose from a selection of toys and resources that are well organised so they can be independent. The childminder teaches children to count and to recognise numbers, shapes and colours, and this supports their mathematical development. They enthusiastically fill and empty the saucepans full of dried pasta. This supports their physical skills and helps them to learn about basic mathematical concepts such as full and empty.

The childminder regularly takes children to visit the local parks so they can run about in the open spaces. This supports their developing physical skills. In the childminder's garden they use the wheeled toys and footballs. The childminder demonstrates that she teaches children about managing their own safety in the garden. They stay close to the childminder who supervises them in this area well. However, this means that their independent play outdoors is less well developed. Although pre-school age children have great fun playing in the garden, there are fewer opportunities outdoors for the younger children and babies to enhance their learning and development. For example, there are few resources to extend and enrich these younger children's play experiences as those available are more for the older children.

The childminder sits with children and commentates on what they are doing. She supports children's language skills well, by speaking to children using new words and encouraging them to use their home language. This develops children's vocabulary as they play. The childminder develops children's awareness of other cultures and languages as they learn about and join in with cultural festivals and events throughout the year. She answers their questions patiently and explains everything very well so that children gain an understanding of everyday events and other people. Children enjoy drawing and practise their early reading and writing skills through a range of activities. They learn to recognise the shapes and sounds of letters and familiar words, which helps to prepare them for school.

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

Children are happy and secure because they form a close bond with the childminder who is warm and caring, and aware of their needs. She shares daily information with parents so that she knows each child's routines and preferences so that she can provide continuity in their care. Children are confident and emotionally secure in the homely, family environment. They sit happily on the childminder's lap letting her know when they are tired and ready for their afternoon nap.

The childminder provides children with healthy meals and snacks, and they have access to water at any time. Parents are also welcomed to provide their own healthy food for their

children. The childminder encourages working together on initiatives to support children further in their learning about making healthy choices in food and lifestyles. The childminder teaches children to gain independence and confidence as she encourages them to wash their own hands, get dressed for the outdoors and feed themselves.

Behaviour is appropriate because the childminder role models caring responses and polite language. She reminds children gently that they must be careful so they do not hurt themselves. Very young children are learning to put away the toys and they listen to the childminder very well. The childminder praises children frequently so that they gain confidence and this raises their self-esteem. Children's move to nursery or school is managed suitably. This is because the childminder knows how to pass on information about children's progress and has good knowledge of how to talk to children about what to expect from change and new experiences so that they are prepared and feel emotionally secure.

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

The childminder has a sufficient understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. However, during the inspection it was found that the childminder had not informed Ofsted about changes to her household. This is a breach of the legal requirements of the Early Years Register and the Childcare Register. However, the risk to children is minimal because these family members hold enhanced disclosures relating to their own jobs and study. The childminder takes appropriate action to ensure that children are not left with any members of her household who are not vetted. The childminder intends to take prompt action to address this by informing Ofsted so that the necessary suitability checks can be completed. Ofsted does not intend to take any further action at this time. The childminder now understands her role and responsibilities, and works hard to improve her personal effectiveness, promoting the interests of children.

The childminder has recently begun to observe and assess children's progress. Systems to assess their current stages of learning are new and developing in order to support planning for what children need to learn next. She has an appropriate self-evaluation system, which has helped her to recognise that more can be done to improve her service. She recognises that this is an area she needs to improve. She seeks support from her childminding coordinator and plans to complete training courses in the next term to continue to develop her service.

The childminder is aware of her responsibilities to take prompt and appropriate action if she has any concerns about a child's welfare and knows the correct safeguarding procedures to follow. She has a set of suitable policies and procedures that she shares with parents to inform them about the provision and how she works with the child protection policy. Her assistant is also familiar with their content.

The childminder supervises children well and the premises are safe for children to play in.

This is because she carries out daily checks to ensure the premises and equipment are safe for children. She practises regular emergency evacuation procedures with the children and this helps them to learn what to do in the event of an emergency. She has a current paediatric first-aid certificate, which means that she is able to care for children should they have an accident while in her care. The childminder is vigilant when on outings so that children are safe. She keeps accurate records of accidents, complaints and the administration of prescribed medicines. In addition, she has all the required parental consents in place, for example, for taking children on outings and for gaining emergency medical consent.

The childminder has suitable links with other professionals and local early years providers. She works closely with the childminding coordinator and she has sound knowledge of the local community and has made links with local schools and the staff at other settings that children may eventually attend.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- implement effective systems to ensure that any household member or person caring for children is suitable to live on the premises or work with children, which must include obtaining a Disclosure and Barring Service check through Ofsted (compulsory part of the Childcare Register)
- implement effective systems to ensure that any household member or person caring for children is suitable to live on the premises or work with children, which must include obtaining a Disclosure and Barring Service check through Ofsted (voluntary part of the Childcare Register)

## 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>     | 141142         |
| <b>Local authority</b>             | Waltham Forest |
| <b>Inspection number</b>           | 977945         |
| <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> | 21/03/2012     |
| <b>Telephone number</b>            |                |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

