

Inspection date	10/07/2014
Previous inspection date	11/07/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 developed strong relationships with children; they are happy, settled and confident, and are supported to make good progress in their learning and development.
- Children are progressing well because the childminder takes account of, and builds on, their interests and individual needs.
- The childminder uses a range of effective strategies to help promote children's communication and language skills.
- The childminder promotes partnerships with parents very well, ensuring information is exchanged on a daily basis.

It is not yet outstanding because

- The childminder does not always plan activities which fully extend and challenge children's interests and abilities.

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 the interaction between the childminder and the children.
- The inspector talked to the childminder throughout the inspection about her practice.
- The inspector sampled a range of documentation, including children's records, observation and assessment records, training certificates and policies.
- The inspector viewed play materials and equipment available for the children and the main areas currently used for childminding purposes.
- The inspector viewed evidence of the systems used for self-evaluation.

Inspector

Kathryn Falzon-Perera

Full report

Information about the setting

The childminder registered in 2003. She lives with her husband and their three children aged 16, 12 and six years in Forest Gate in the London Borough of Waltham Forest, close to public transport links, schools and parks. The whole of the ground floor of the house is used for childminding. Children have access to a secure outdoor play area. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She regularly works with an assistant. The childminder is currently minding four children in the early years age group.

What the setting needs to do to improve further

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

- extend the range of challenging and motivating experiences provided for each child to accelerate their progress further.

Inspection judgements

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

Children are happy, settled and well cared for in the setting. The childminder knows the children and meets their individual needs well. This is because she works closely with parents to obtain important information about their children's specific needs, abilities and interests. The childminder provides toys and activities, which she tailors to children's interests. Children are keen to learn because the childminder takes their interests seriously. For example, children learn how to write their names and make marks that resemble circles and lines as they watch the childminder as she makes meaningful marks with them. The childminder speaks knowledgeably about children's interests and strengths, and organises activities in response to them. She uses a comprehensive system of observational assessment to record observations of children's learning and to identify their next steps. These are also taken into account in her future planning. However, the childminder does not always plan a wide range of challenging experiences that accelerate children's learning further.

The childminder supports children to spend long periods engaged in interesting adult-led activities and free play. They learn to play alongside other children with support from the childminder, who provides high levels of encouragement to children as individuals. Children show their sense of belonging as they are confident in the environment and approach adults, asking them if they would like to engage in their role-play and 'have a cup of tea.' They are supported in their language development, as the childminder engages in discussions with the children, teaches new language development and makes good use of displays, flash cards and books. For example, children gather happily and

eagerly around the childminder at snack time to look at healthy eating posters, and begin to link sounds to the letters of the fruit they are eating. This teaches children to effectively develop their early literacy skills in preparation for their next stage of learning or in readiness for school. Children are allowed to play at their own pace and introduce their own ideas; for example when engaged in an activity rolling play dough, they are allowed to implement their own ideas of using cutters or rollers as they choose.

Children's communication and language skills are developing well because the childminder uses a range of strategies to teach the children. For example, she communicates clearly to children and includes words and phrases that children can understand. She also expands on children's attempts to communicate in order to build on and extend their vocabulary. The childminder provides musical experiences for children and with a range of varied toys that teach them to explore and investigate technology. Children are encouraged to develop their understanding of the world as they press, push and pop buttons and nozzles on resources that light up and make noise as they begin to develop an understanding of cause and effect. The childminder offers children plenty of enjoyable role-play experiences and equipment, which helps them to develop their imagination. The childminder teaches children's counting skills through singing number rhymes with them and encouraging them to count objects and names colours as they play. Children are developing an awareness of diversity as they play with a suitable range of toys and books that depict positive images of race, gender, culture and disability.

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

The childminder is calm, confident and consistent in her approach when teaching children to learn right from wrong. Children accept the praise and recognition given to them consistently and with meaning. This helps them to identify what behaviour is acceptable. The childminder provides clear explanations, helping children to understand the implications of their actions, to learn to share and to play in harmony. Children are given tasks to enable them to contribute and have a sense of belonging, such as helping to clear away resources. They benefit from the high levels of adult attention and the varied range of activities on offer.

Children develop a good range of skills to help promote their understanding of effective personal hygiene. They learn the importance of washing hands after using the toilet and before handling food, as the childminder provides reminders. Children are developing good self-esteem and confidence as they begin to take responsibility for meeting their own care needs and are growing more independent. Children regularly engage in a range of outdoor activities, such as ball games and using outdoor play equipment, all of which helps to promote their physical development. The children further benefit in their health from regular fresh air and exercise, such as walks or visits locally or to specific venues which develops their understanding of the world. The childminder helps children to be aware of their own safety. She teaches children about road safety and the dangers that strangers present when out in the local community.

Children benefit from a healthy and balanced diet. Parents receive detailed information

about this to ensure they are kept informed of what food is provided and to promote healthy eating at home. Children are offered healthy snacks and drinking water throughout the day. Meal times are a relaxed and sociable activity, allowing for children to be supported to eat well and use cutlery. Physical play features daily in the children's activities. Children have the choice of indoor or outdoor play, which allows them to play in areas they feel comfortable in. They enjoy outdoor activities in all weather, such as splashing in the puddles in the rain or gardening. The children further benefit from regular fresh air and exercise, such as walks in the community or visits to specific venues.

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

The childminder demonstrates good knowledge of the requirements of the Early Years Foundation Stage. She has a good awareness of child protection procedures and other aspects of safeguarding children. For example, she knows the procedures to follow should she have concerns about a child's welfare. Records and documentation are well organised and help to promote children's welfare and well-being. The childminder takes children's safety seriously, as she risk assesses her home daily and identifies potential risks when going out in the community and during specific activities. The children's health is further promoted as the childminder is trained in first aid and food safety; she has also attended training in safeguarding.

The childminder develops good partnerships with parents. She works closely with them from the start by gathering detailed information about their children's development. This helps her meet their care and learning needs. She keeps parents informed about their children's care, learning and development through daily discussions, the use of a diary and by sharing her written observation and assessments of their children's progress. The childminder encourages parents to share their views about her service. This demonstrates that the childminder values parents' contribution and encourages their participation. This helps to ensure continuity of care and learning for the children. The childminder has developed a comprehensive system to record observations of children's learning and identify their next steps, but does not always make the best use of this to plan challenging experiences which consistently extend children's learning.

Since her last inspection, the childminder has effectively addressed the actions and recommendations. The childminder has the appropriate consent from parents to leave children in the sole care of an assistant for no more than two hours. Her assistant hold the appropriate first-aid qualification so is able to ensure children in his care are safe in the event of an emergency. The childminder accurately records and maintains her attendance registers so children's hours of attendance are correct, which ensures their safety. The childminder has developed her partnerships with parents and other settings children attend to effectively meet individual children's needs well. The childminder also supports children to develop their knowledge of diversity through her teaching and use of resources that reflect positive images of gender and disability. She meets with her local authority coordinator regularly to receive advice and support. In addition, she seeks the views of parents; this allows her to identify areas to develop on specific aspects of her service. She

takes effective steps to evaluate her provision, through using Ofsted's self-evaluation form, and has identified further training needs on specific aspects of childcare.

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	EY269193
Local authority	Waltham Forest
Inspection number	963181
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	11/07/2013
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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