

Inspection date

Previous inspection date

30/07/2014

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 uses her good knowledge of the Early Years Foundation Stage to plan interesting and enjoyable activities to support children's learning and development well.
- The childminder provides an exceptionally good range of resources set out imaginatively to encourage children to learn effectively through play.
- The childminder provides a safe and secure environment for the children in her care, where they are happy and enjoy sharing activities with other children.
- The childminder has developed a strong partnership with parents, and keeps them well informed about their children's progress.
- The childminder uses self-evaluation well to analyse the quality of provision for the children, and to identify how it can be improved further.

It is not yet outstanding because

- Opportunities for developing children's understanding of healthy eating through discussion are sometimes missed.
- Children's independence could be developed further by being encouraged to serve themselves at snack times.

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 in at information supplied by parents and took account of their views.
- The inspector spoke to the children and other adults, and made a number of observations of activities.
- The inspector reviewed a sample of the childminder's documentation.
- The inspector held discussions with the childminder.

Inspector

Edgar Hastings

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and four children in a residential area of Walthamstow within the London Borough of Waltham Forest. The whole ground floor of the childminder's home is used for childminding. A garden is available for outside play. The childminder works with her husband as her assistant. She supports children who speak English as an additional language. The childminder is registered on the Early Years Register and the compulsory and voluntary parts the Childcare Register. The childminder drives and walks to local schools to take and collect children. Currently, there are six children on roll aged from one to six years that attend for a variety of sessions each weekday and on some Saturdays. The childminder also cares for children after school and during the school holidays.

What the setting needs to do to improve further

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

- provide explanations to children during snack time about the benefits of eating healthy food to develop their full understanding of a healthy lifestyle
- involve children more in serving themselves at snack time in order to encourage and develop their independence skills.

Inspection judgements

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

The childminder provides a stimulating and welcoming learning environment through the exceptional way she has adapted the use of her garden and chalet. She provides for all seven areas of learning using good quality resources in an imaginative and attractive way to encourage children to engage in learning through play. Resources are adaptable to meet the ages and stages of development of all children who attend, and to enable them to explore and make choices from the wide range of activities available. Children have free access to the whole of the outdoor area, and happily engage with children of different ages and adults. The childminder ensures that there is a good balance of opportunity for children to choose to play on their own or to engage with an adult. Both the childminder and her assistant enjoy strong relationships with the children, and this ensures children willingly join in with activities led by an adult.

Water play is popular with all groups of children. They enjoy experimenting with water pipes by pouring water into a funnel and catching it as flows out of the bottom of the pipe. The funnels are of different colours and the childminder uses them to support

children's knowledge of colours, so children become confident in recognising blue or red. Children enjoy the mud kitchen and this helps them to develop handling skills as they pour and stir the mixture of peat and water. The childminder's assistant has encouraged the children to develop a growing area in the garden. They have tended the vegetable plants and watered them as they have grown. Then they have eaten some after they have been harvested and cooked. This supports their understanding of the natural world well.

Some of the children come from homes where English is not their home language, and the childminder and her assistant use their linguistic skills effectively to support children's language development. Diversity is promoted and celebrated well; children enjoy dancing and singing, and join in enthusiastically. This ensures children feel secure in a warm welcoming environment, and they are developing in confidence. The younger children are developing well physically and show good levels of self-confidence in travelling around the garden unaided. They enjoy painting activities and show confidence in handling tools as they apply paint to paper. Children enjoy colour mixing and excitedly learn the names of the new colours they have created. All adults promote good language development in children through engaging regularly in conversation with them, using words repetitively during play, and singing songs. This helps to build children's vocabulary and supports their ability to communicate more effectively.

Children make good progress from their starting points because of the interesting activities planned for them. Children's personal and social development is developing well particularly their self-confidence because of the strong relationships they have built with the childminders and other children. They are encouraged to have a go at activities and the childminders make their learning fun. The many activities encouraging children's involvement are having a positive impact upon their physical development, as children improve their mobility and move confidently around the garden making choices of further play activities. Parents share detailed information with the childminder prior to their admission and this enables suitable activities to be planned and provided to match their children's needs and interests. The childminder carries out regular observations and assesses their progress. This enables her to judge what they have achieved and to identify their next steps in learning. Regular information is shared with parents so that they can continue to support their children's learning and development at home.

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

Children are very happy and settled in the childminder's home because of the good level of care she provides for them. The childminder had developed strong caring relationships with the children and they are very comfortable in her company because they know her well, and feel safe and secure. When any of the younger children are upset for any reason, the childminder quickly pacifies and reassures them with a cuddle. Children show they are happy and enjoy attending. They enjoy playing and talking to adults about the activity, they are engaged in. Children learn to play and mix with other children of different ages and this supports their social development as well as their self-confidence. They also learn to share and to take turns because the childminder promotes this effectively. Children behave well because behaviour is promoted positively. The

childminder encourages children to do things for themselves, such as washing their hands before eating, or feeding themselves at meal times. The childminder encourages children to sing a song while washing their hands and this makes the routine fun and children cooperate willingly. This helps to develop their self-care skills and prepare them well for the next stage of their development, for example, going to school. Children's independence is generally promoted well, although they are not always encouraged to serve themselves at snack time.

The childminder effectively promotes a healthy lifestyle. Daily menus provide variety and balanced nutritious meals, which are home cooked. Drinks are available throughout the day to ensure children do not get thirsty. Children sit together to eat meals as part of their regular routine. This helps them to appreciate the social aspects of eating together. Although children are provided with healthy meals and snacks, the childminder does not always talk to them about the benefits of healthy eating, and developing healthy lifestyles. Children are provided with regular opportunities for active play using wheeled toys and other equipment. Frequent visits to the parks and playground and local farm support children's physical development and provide further opportunities to explore the world around them. The childminder has formed strong links with the local primary school. She shares information about children's progress and development in order to promote continuity of learning when children transfer to the next stage of their education.

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

The childminder provides a safe and secure environment for the children. She completes regular risk assessments on resources and the parts of the premises used by children. The childminder also carries out safety checks when she takes the children on outings to the park and other places of interest. She has put safety procedures in place in the home using safety gates to restrict access to other rooms and stairs. The enclosed outdoor area at the rear of the property is secure. Regular fire evacuation drills are held so that children understand what to do in the event of an emergency. The childminder and her assistant have been vetted to ensure their suitability to work with and to care for young children. The childminder has an appropriate range of policies and procedures in place to ensure the safety and well-being of children in her care, including the use of mobile phones and cameras on the premises.

The childminder had a good understanding of her responsibility in meeting the learning and development requirements of the Early Years Foundation Stage because she has received appropriate training in this area. She ensures all programmes of learning cover the required areas through careful planning and resourcing to meet the individual needs and interests of the children. The childminder uses self-evaluation to assess the quality of her provision and to identify areas for improvement. She has identified the need for further training in order to improve her own knowledge and skills, so that over time her practice will continue to improve. She oversees the work of her assistant to ensure the needs of children are being met, and they work well together as a team.

The childminder has developed a strong partnership with parents through ensuring regular communication of information about the welfare and progress of children. Communication diaries provide daily information about activities the children have been involved in, and their general well-being. Parents say they appreciate this regular flow of information and the well-planned menus. The childminder has also used parental questionnaires to obtain their views on the quality of provision to make ongoing improvements. The childminder has also developed links with the parent and toddler group at the local children's centre. This enables her to access professional services to support the children and her parents.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY468961
Local authority	Waltham Forest
Inspection number	949819
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 8
Total number of places	8
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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.

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.

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