

Inspection date

Previous inspection date

31/07/2014

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

- Children are confident and have good self-esteem because the childminder develops caring and positive relationships with them.
- Children settle easily with the childminder because of the effective arrangements she has with the parents when their child starts. This enables her to provide for individual children well and in line with their home routines.
- The childminder knows where children are in their learning as she carries out regular assessments and tracks their progress.
- Children engage well in play and the childminder organises her time purposefully in order to support children through child-initiated and structured activities. Children's learning is stimulated by the accessible resources, which reflect their individual interests well.

It is not yet outstanding because

- The childminder does not make full use of the garden to enhance children's outdoor learning experiences and to teach them about investigating the natural world.

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 spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, assessment documentation, a selection of the childminder's policies and procedures as well as her self-evaluation form.
- The inspector took account of the views of parents via questionnaires.
- The inspector spoke to children and observed play and learning activities inside the home.

Inspector

Sharon Henry

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband and their two children, in Leytonstone within the London Borough of Waltham Forest. The whole of the ground floor of the home is used for childminding purposes. There is an enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for three children 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:

- enhance the use of outdoor environment and resources to give children more opportunities to investigate and understand more about the natural world around them.

Inspection judgements

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

Children's enthusiasm for learning and the level in which they succeed is enhanced by some good opportunities and free access to resources and activities in the childminder's home environment. The childminder motivates the children well, planning and organising rewarding resources, activities and outings which take into account children's differing interests and ability. The childminder works closely with parents at registration to precisely establish children's starting points and care routines. This enables her to highlight next steps in the children's learning. The childminder clearly links observations of children's development to the learning bands and uses these efficiently to plan to support children's individual learning needs and abilities. Parents are actively involved in their children's development through the sharing of their profile books and the childminder encouraging them to share information from home. For example, the childminder asks parents to record what they did over the weekend and she uses this for discussions to further enhance children's learning. This helps to ensure that all children make good progress towards the early learning goals.

The childminder effectively supports and enthuses children, helping them to be purposeful learners. As a result children are prepared well for the next stage in their learning including moving on to school or nursery. The childminder encourages children's communication skills through effective interaction. She talks to them, commenting on what they are doing and asking them thoughtful questions, encouraging them to think for themselves. Children are active learners as they create their own learning environment. They enjoyed using their imagination as they played with the doctor's set and put on the

stethoscope and then pretended to take each other's temperature. The childminder seized this opportunity to extend children's language skills. For example, she asked 'what do you think the stethoscope is used for?' to which children responded by saying 'doctors put it on your chest'. The childminder showed good levels of interest in the children's play and they valued her participation as she sat at their level and became involved in their imaginative play. For example, when one child pretended to have an earache, she initiated a discussion about how much and which ear hurt, and what sort of medicine they have had.

Children engage in creative activities as they decorate their biscuits with sprinkles and discuss the different colours. They confidently use tools such as scissors to cut paper. They carefully use small beads, shapes and glitter to create pictures of butterflies and then proudly show the childminder their achievements, taking pride in their efforts. Children became engrossed with the sand as they filled buckets and were excited as they watched the sand run through the sieve. Children's understanding of the natural world is supported as they learn to take care of the guinea pigs at the library and watch the birds drink from the birds' water tray in the garden. However, the childminder does not always make the most of the outdoor environment to teach children more about the natural world, for example through gardening and growing.

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

The childminder demonstrates a good understanding of the individual needs and preferences of the children in her care. She understands their individual personalities and how they learn best, adapting her practice accordingly to meet their needs. Children feel emotionally secure as the childminder is approachable and friendly. She creates a positive, welcoming environment where children's choices and ideas are encouraged and their efforts praised.

The childminder supports children's personal, social and emotional development very well. Consequently, children demonstrate a very strong bond with the childminder and a sense of belonging. Good, warm and caring relationships between the childminder and children are evident. Children are having fun and are at ease with the childminder. They are forming friendships and enjoy familiar but flexible routines that provide them with consistency and security. Children show they feel valued and the childminder manages their behaviour well through clear and concise strategies which she shares and agrees with parents. This helps to provide a consistent approach for children to support their well-being. The childminder fosters children's self-esteem and offers praise and encouragement at all times for their efforts.

Children receive positive support and encouragement to learn about healthy lifestyles and keeping safe. For example, the healthy food display and a range of snacks supports children's understanding of the benefits of healthy eating. Children enjoy lots of outdoor play which effectively promotes their physical development and good health. The childminder makes good use of local venues such as fields, drop-in groups and the story and singing sessions at the local library. These extend the options for children to socialise and gain new skills. Children enjoy being able to move freely between the indoor and

outside areas where they have access to a good range of outdoor equipment to extend their physical development.

The childminder gives high regard to the safety of the children and effectively supports their growing understanding of how to keep themselves safe. For example, she talks to children about stranger danger when they are out and reminds the children to sit down while using the scissors in case they hurt themselves or one another. This effectively raises children's awareness of how to keep safe.

Children have access to a variety of good quality resources that are stimulating and meet their needs. Good use is made of available space allowing children to move freely and play with little disruption. Effective organisation of equipment allows children to make their own choices and therefore create their own learning environment. The childminder is focused on providing an inclusive service to all children. She demonstrates a real commitment and positive approach to supporting all children to consider and be aware of the needs of others and recognise and value differences. For example, she has purchased some books that reflect the culture of the children to support their sense of belonging.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She safeguards children well, showing a good awareness of her role and responsibilities in protecting them from possible harm or neglect, and of how to pass on concerns appropriately. The childminder has a detailed safeguarding policy in place which she shares effectively with parents, and information is displayed around the setting. This helps to make sure parents are aware of her role and responsibilities to protect the children in her care.

The childminder gives high priority to children's safety both inside and outside the home. Her comprehensive documentation supports and underpins her current practice, effectively protecting children's welfare. For example, robust risk assessments are in place and the childminder uses these to ensure that the environment poses no risk to children. The childminder makes good use of measures such as safety gates and closed-circuit television to help her to protect children's welfare. A detailed risk assessment is also in place for the use of high-risk activities such as the paddling pool so that children remain safe.

The childminder works well in partnership with parents, gathering key information about their children's individual care needs and interest. This enables the childminder to help them settle in and enjoy their time at the setting. The childminder keeps parents well informed about their child's progress and care. The use of individual diaries gives parents detailed information about their child's day and the childminder discusses their child's progress with them regularly.

The childminder has experience of working in partnership with other professionals. For example, glowing references about her from the local nursery schools state that they

value her input. The childminder finds out what the children are doing in nursery so she can follow it up in her setting to build on their learning further. This cooperation helps children take full advantage of the opportunities offered at both settings and helps them make steady progress as they move to school. The childminder focuses on providing a stimulating and inclusive service for all children. She demonstrates a real commitment and positive approach to supporting all children to consider and be aware of the needs of others and recognise and value differences.

The childminder demonstrates a good commitment to continually improving her provision and she targets areas for development effectively. Consequently the outcomes for children are good. The childminder has recently completed the Ofsted self-evaluation and is keen to enhance her professional development and quality of childminding through attending training and maintaining close links with the local authority's early years team.

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	EY399061
Local authority	Waltham Forest
Inspection number	761133
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

