

Inspection date	05/08/2014
Previous inspection date	19/01/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- The childminder and her assistant interact well with children and demonstrate an appropriate quality of teaching. This helps children to make sufficient progress in their learning.
- The childminder works closely with parents to follow the routines from home. As a result, children are happy and settle well.
- Children are polite and well-mannered as the childminder acts as a good role model and uses regular gentle reminders about acceptable behaviour.

It is not yet good because

- The childminder does not always implement plans for the next steps in children's learning.
- The childminder does not organise the space and resources well enough to effectively promote all areas of learning.
- Supervision arrangements do not identify gaps in the assistant's knowledge or provide coaching for her professional 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 activities inside.
- The inspector carried out a joint observation with the childminder and held discussions with the childminder and her assistant.
- The inspector sampled the childminder's documentation including learning journals, registers and policies.
- The inspector took account of the views of parents through recently completed questionnaires and written references.
- The inspector examined documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Full report

Information about the setting

The childminder was registered in 2008. She lives with her husband and five children; three of whom are teenagers. They live in a residential area which is within walking distance of the local shops, nursery, schools and park in Walthamstow in the London Borough of Waltham Forest. The childminder opens throughout the year. The lounge is used for childminding purposes. There is currently one child on roll in the early years age group. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder supports children speaking more than one language. The childminder regularly walks to the facilities in her local community, including children's groups and visits the local parks and shops.

What the setting needs to do to improve further

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

- ensure that children receive good quality experiences in all areas of their learning by organising the space and resources to meet their needs
- ensure that assistants are effectively supervised to identify any gaps in their knowledge and provide coaching to improve their personal effectiveness.

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

- further develop the current system of planning to clearly follow through all children's next steps for learning.

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 the requirements of the Early Years Foundation Stage and the different areas of learning that these include. She plans activities and experiences to cover the prime areas of learning for the children. These are suitable for their current level of development, which supports them to make steady progress towards the early learning goals. However, the childminder does not ensure that all those working with the children have sufficient knowledge and understanding of early years. For example, her assistant is unaware of the age range covered by the Early Years Foundation Stage. Overall, the quality of teaching displayed is appropriate. For example, the childminder and her assistant ask children open questions during activities which encourage them to think and use their imaginations. Children use complex sentences with

support from the assistant, who also extends children's vocabulary as she teaches them new words in her own language. Children choose from a selection of books and play word games to support their increasing vocabulary. As a result, children are fully supported with their communication and language development. The childminder praises children for their achievements and encourages them to use socially acceptable behaviour, such as by saying 'please' and 'thank you' at every opportunity. This supports their social and emotional development. Children are able to express their ideas as the childminder provides a wide variety of creative resources, such as paints, card, stickers and scissors for them to use. Children follow their own interests as they are supported by the assistant to cut the card into various sizes, developing their smaller muscles and physical skills.

Children are adequately supported towards the next stage in their development as the childminder supports children to socialise with their peers. For example, children who find it difficult to share talk about friends they have made at the regular drop-in centres they attend. Children are supported to become independent as they wash their own hands, feed themselves lunch and are given support and time to put on their own apron. The childminder promotes some of the specific areas of learning as she teaches children the early stages of mathematics. For example, children sort cat and rabbit stickers into different groups and talk about the different shapes and sizes that they cut. Children play appropriate learning games on the childminder's phone, supporting their understanding of the uses of technology. However, although the childminder has adequate resources to cover all the educational programmes, these are not easily accessible to the children to support good quality learning experiences. For example, resources to support children's literacy development are out of reach, so they are unable to freely practise their pre-writing skills and take part in further challenge. Children have the basic skills they need to start school.

The childminder has developed appropriate relationships with parents who express how happy they are with the care that she provides. The childminder informs parents of the range and type of activities their child takes part in and their response to these. This is carried out either during daily discussion, email communication or photographs that she gives out. This allows parents to become more involved in their children's learning and extend it further at home. Children enjoy sharing their learning journals which contain examples of their work and further photographs. Parents inform the childminder of any concerns that they have and she works closely with them to support children's development. As a result, there is an effective continuity between home and the provision. The childminder completes regular observations on children. She uses these and any noted interest of the children to plan their next steps for learning. The childminder uses national guidance to assess children's skills, knowledge and abilities accurately. She uses this information to plan how to improve children's progress and tailor further activities for each child. This ensures that they make progress in relation to their starting points. Generally children are progressing steadily, including those speaking English as an additional language. However, although next steps for learning are identified they are not always consistently followed through to ensure that children make the best possible progress.

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

Children are happy and settled in the childminder's home and clearly enjoy their time here. They have developed secure attachments to both her and her family and seek and gain reassurance as needed. As a result, children's emotional development is adequately supported. Parents complete a detailed 'All about me' form when their child starts. This includes information on their current abilities, routines including sleep and toileting, how to deal with different displayed behaviours and what activities they most enjoy. The childminder supports each child using a gradual settling-in process and plans activities to support this time from the information that she gathers. As a result, children are supported through these changes in their lives and parents' input is acknowledged. The childminder offers support to children who are toilet training by using a soft calm tone when they have not made the toilet in time. Children access their own bags for a new set of clothes or other personal items which provides a link to home. As a result, children's care needs and all round well-being are appropriately supported.

The childminder promotes awareness of personal safety and risks as she offers children gentle reminders that they must not to put non-food items into their mouths as they may choke. In addition, children regularly practise road safety on their frequent walks to the local facilities and increase their awareness of the dangers through information the childminder offers.

Children behave well as they follow the house rules that the childminder and her assistant regularly reinforce. For example, the rules include 'We will wash our hands whenever we come in', 'We will look after each other' and 'We will say please and thank you.' The childminder encourages children to try a range of nutritious food which is balanced and healthy. For example, in addition to a lunch which is provided from home, children eat bananas and grapes for snack. The childminder uses distraction techniques with children who do not particularly like fruit to encourage them to have a taste. They are further encouraged as the childminder tells them that they will grow up so quickly and be so big if they eat all their lovely food. This demonstrates how she supports children to live a healthy lifestyle. The childminder follows parents' dietary preferences for their children, such as by only offering halal meat. The childminder washes her hands before preparing food and has completed a course on food hygiene. In addition, she wears an apron and gloves to carry out many tasks which reduces the risk of contamination through the spread of germs.

Children enjoy regular fresh air and take part in exercise to support their physical development as the childminder walks to facilities in the local community, such as the park and shops. However, the childminder does not use the available space and resources in her home well. There are various resources, including dressing-up clothes to promote children's understanding of diversity and the similarities and differences of others, that are stored outdoors but this area is not currently being used. As a result children cannot help themselves to resources that support all areas of their development. The equipment and resources which are available for the children to use are appropriately maintained and suitable for the ages of children attending.

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

The childminder takes appropriate steps to ensure the suitability of those working with her. She is fully aware of the characteristics of a suitable person who can fulfil the requirements of their role. In addition, both the childminder and her assistant clearly explain situations that would affect their ongoing suitability to care for children. They understand the relevant measures that they would need to take in various situations. The childminder also understands any significant events that she would need to notify to Ofsted. The childminder takes appropriate measures to safeguard the children she cares for. For example, entrance is gained via a secure intercom system and she asks all visitors to sign in and out of the premises. In addition, the childminder keeps a register and records accurately the hours for which children attend. Parents sign permission forms for the childminder to take their children on outings, apply sun cream and administer medication. The childminder adheres to ratios and ensures that children are always within sight or hearing distance. Children practise the fire evacuation once a month and assemble at different points, following the clear fire exit signs located on the doors. This helps them learn what to do in an emergency. The childminder ensures that children cannot access any hazardous materials.

The childminder and her assistant demonstrate a secure understanding of the child protection procedures and the outside agencies that they would need to contact for a variety of scenarios. The childminder has recently completed safeguarding training and is first-aid trained. She ensures all relevant insurances are in place and displays her certificate of registration for parents to view. Parents receive copies of all the policies and are aware that these are available to view at any time.

The childminder attends regular training courses and shares any new knowledge or skills with the assistant. She has recently completed a 2 year progress check workshop and safeguarding training. Future plans include sourcing a course on special educational needs through the local authority, where she has access to training. The assistant feels fully supported in their role and works towards incentives to gain rewards as part of this. Overall, the childminder encourages them to develop her skills by supporting them to complete a first-aid course and safeguarding practice in the near future. In the meantime, the childminder carries out ongoing supervision of her assistant but this process is not effective in identifying all gaps in their knowledge and taking steps to remedy these. Yearly appraisals take place in addition to a meeting where all those working with children on the premises will examine all the paperwork and suggest changes to be made.

The childminder has made some improvements to her practice since her last inspection. For example, the childminder has attended training on carrying out observations and assessments and is now using this knowledge to support children's progress. In addition, further resources have been purchased to cover all areas of learning although they are not stored effectively to ensure that children can access them.

The childminder evaluates the service that she provides by gaining the parents' views on a

regular basis. She achieves this through daily discussions and questionnaires that she distributes several times a year. The childminder observes children's interaction with the activities to gain their views and establish their likes and dislikes to aid her future planning. The childminder has established suitable links with other early years providers and uses a variety of activities within her local community to extend children's learning experiences. These links provide her with access to specialised additional support if needed for the children in her care.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY372397
Local authority	Waltham Forest
Inspection number	983970
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	19/01/2010
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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