

Inspection date

23/09/2014

Previous inspection date

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 make good progress as the childminder has a clear understanding of their individual levels of achievement and knows how to build on their interest to extend their learning and development.
- Children thoroughly enjoy exploring and investigating their surrounding environment including the very good range of toys and activities available. Resources are freely available both indoors and outdoors and comprehensively cover all areas of learning.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. Safeguarding procedures are robust and the childminder continually assesses and minimises risks to children to ensure that they remain safe.

It is not yet outstanding because

- The opportunities for children to learn about the natural world, such as planting and growing, are not fully embraced in the outdoor area.
- Children's understanding of written text is not fully promoted as the childminder's use of labelling does not always reflect appropriate letter and word formation.

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 and the children at appropriate times throughout the inspection.
- The inspector observed activities and interaction between the childminder and children.
- The inspector sampled a range of documentation including children's learning records.

Inspector

Sharon Henry

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband and two children in the Chingford area, in the London Borough of Waltham Forest, close to public transport, schools and parks. The childminder uses the whole of the ground floor of her premises for childminding purposes. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are three children in the early years age range on roll.

What the setting needs to do to improve further

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

- enrich children's outdoor opportunities for investigating the natural world, by encouraging them to be more involved in activities, such as planting and growing
- extend children's understanding of literacy by providing written text in the appropriate format, such as labels to effectively promote children's early reading skills.

Inspection judgements

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

Children are interested in their environment because of the support and guidance they receive from the childminder. They respond well to the childminder's playful and thoughtful interactions and interventions. This supports their enjoyment and achievements, boost their self-esteem and helps them feel comfortable in her care.

The childminder works closely with parents at registration to precisely establish children's abilities and interests on entry, and their individual care routines. All children have good, well-documented learning records, which the childminder uses to assess observations and to highlight children's next steps in learning. The childminder clearly links observations to the children's expected development bands, which she uses to plan for their individual learning needs and their abilities. This ensures that the childminder is able to identify and address any gaps in children's learning and build on their interest. As a result, children make good progress in all areas of learning.

The childminder successfully promotes children's learning and develops their languages, and communication through her discussion and interactions. She allows children time to explore and develop their own play and ideas, and offer support and encouragement where needed. For example, the childminder encourages children when catching the ball,

by showing them and explaining how to put their hands together, to catch the ball in their palms. Children are confident to talk about events in their lives. For example, they talked about when they saw a dog that had come up to them and then ran away and how they had enjoyed going on the big bouncy castle. The childminder constantly talks with children as she joins in their activities, naming objects and discussing actions and concepts. For example, she sits with the children as they played with the animals and asked questions, such as, 'Where do you think the elephant lives?' The children responded with enthusiasm as they replied, 'The elephant lives in a cage in the zoo and that they have big ears so they can hear things far away.' This extends children's thinking and speaking skills.

The childminder effectively promotes children creative development. Children use their imagination as they engage in role play. They spent a considerable amount of time playing with the kitchen, where they pretended to fill the kettle and make toast and then offered it to each other. Children then introduced play dough into their play as they pretended to make dumplings by sprinkling salt and pepper onto the dough, which they then offered to the childminder.

Children develop an appreciation of books. The childminder promotes their early reading skills as they choose their favourite book and listen attentively to her as she reads it to them, drawing their attention to the pictures. The childminder provides some opportunities for children to mark make and practise their early writing skills. However, most of the labels on display are in upper case lettering. Consequently, this does not promote children's understanding of the way words are written, to effectively aid their growing understanding of early literacy.

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

The childminder provides a welcoming, warm and stimulating environment where children are able to play and learn. As a result, children are happy and settle in the care and show a good sense of belonging. Children are confident and keen to interact with visitors, clearly demonstrating they feel safe and secure. The childminder helps children to settle by ensuring she gathers relevant information from parents, so that she has a clear understanding of their individual routines and interest. She uses a daily diary with the youngest children, so that parents are fully aware of their child's day and changing needs.

Children have easy access to a range of interesting and age-appropriate toys and resources to promote their learning and overall development. The designated playroom is very well resourced and the use of low-level storage units ensure children are able to reach what they want to play with. The childminder considers the education and enjoyment opportunities when purchasing her resources and offers them freely to the children. Even the youngest child shows confidence, as they move round after the childminder, banging a favourite wooden toy on the floor to hear the sounds it makes.

The childminder provides children with lots of cuddles and meaningful praise, which

increases their self-esteem and encourages them to be increasingly independent. They benefit from the positive interaction they receive from the childminder, who takes time to talk and listen to them, and shows an interest in what they are doing. As a result, children are confident in their surroundings and are eager to learn. Children are learning to keep themselves safe through everyday experiences. For example, younger children safely negotiate their way around the indoor and outdoor environment, and older children are reminded to consider the less mobile children.

The childminder has a calm and consistent approach to managing children's behaviour, in line with her written procedure. She places strong emphasis on encouraging positive behaviour and offers clear explanations when children do something unacceptable. This means children know and understand what is expected of them and therefore, behave well.

Routines are well organised to support children to lead healthy lifestyles and to promote their continuing fitness and well-being. For example, children enjoy daily fresh air in the childminder's garden, visits to local parks and recreation areas, where they access challenging physical play equipment, such as swings and climbing frames. Children showed excitement as they rolled the ball to try and knock over the skittles and took part in the obstacle course, where they ran around and climbed over obstacles in the childminder's home. However, the outdoor learning experiences, do not fully promote children's understanding of the natural world. For example, there are fewer opportunities for children to engage in gardening and growing activities.

Children are learning about the benefits of healthy eating as the childminder provides them with a well-balanced diet that consists of a range of healthy options, such as a selection of fruit and vegetables, and water to drink. She further promotes their understanding through discussions at meals times about why carrots and water are good for them. This develops further children's understanding of the benefits of healthy eating and encourages them to make healthy choices.

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

The childminder fulfils her responsibility in meeting the safeguarding and welfare requirements and has an informative range of policies and procedures in place to support children's well-being. She has attended safeguarding training and is confident about the action to take in the event of a concern about a child in her care. The childminder is well organised and all policies and procedures are shared with parents. This means that they are suitably informed about how the setting operates and the childminder's responsibilities. Risk assessments are comprehensive and implemented, and take account of all areas which children have access to. The process is effective in identifying and minimising risk to children because the childminder carries out daily checks and records these.

The childminder monitors her practice through self-evaluation. She is fully aware of her

strengths and the areas that she wishes to develop to further improve the quality of care she provides for children. For example, she wishes to develop her childcare knowledge by gaining a childcare qualification.

The childminder establishes close collaboration with parents, in order to provide continuity to care for all children. Settling-in sessions are negotiated and agreed with parents, which means that children settle quickly. In addition, parents have access to children's individual files and are encouraged to discuss and make comments on the contents. As a result, a two-way flow of information is maintained and parents are kept well informed of the children's progress.

Parents comment positively on the care and learning provided. They state that the childminder does a fantastic job and that their children are happy and comfortable. They comment that they can see their children's progress in their development, such as learning new words and phonics.

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. 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	EY400060
Local authority	Waltham Forest
Inspection number	762469
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
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

