Inspection date	01/10/2014
Previous inspection date	08/10/2013

The quality and standards of the early years provision	**This inspection:**	2
	Previous inspection:	4
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 ensures that children form close and secure relationships with her and her assistants, and this helps them to settle well and gain a good sense of well-being.
- The childminder has a good knowledge of the way young children learn and she plans a wide range of activities for children based on her assessments of their individual needs and interests.
- The childminder and her assistants fully understand and effectively meet the safeguarding and welfare requirements of the Early Years Foundation Stage.
- The childminder works closely in partnership with parents to ensure that all children receive the support they need to progress and succeed in their learning.

It is not yet outstanding because

- Children do not have daily access to the seven areas of learning in the outdoor environment.
- Children cannot easily select some of the resources they want to play with, as they are not immediately identifiable.

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 childminder and her assistants engaged in activities with children indoors.
- The inspector spoke with the childminder, her assistants and the children.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of parents' views by reading parent comments and feedback.
- The inspector sampled a range of policies and procedures, suitability records, risk assessments, registers, children's development records and other relevant documentation.

Inspector

Jennifer Forbes

Full report

Information about the setting

The childminder registered in 2008 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two adult children and one teenage child in Walthamstow, within the London Borough of Waltham Forest. The childminder works with two assistants, one of whom is her husband and the other assistant is a registered childminder. The childminder uses the ground floor of her house for childminding and the enclosed garden for outside play. The childminder walks or drives to the local schools to take and collect children. She attends toddler groups and the local children's centre and takes children to the local parks and forest areas.

The childminder and her co-childminder both have a childcare qualification at level 3. The setting operates from Monday to Friday, from 7am until 6.30pm, all year round. There are currently six children in the early years age group attending the setting and four school-aged children. The childminder supports children who are learning to speak English as an additional language.

What the setting needs to do to improve further

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

- provide daily opportunities for children to experience all seven areas of learning in the outdoor environment

- further support children to easily identify and select their own play resources, for example, by displaying clear labelling in both words and pictures.

Inspection judgements

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

The childminder has a secure knowledge of the seven areas of learning of the Early Years Foundation Stage and understands how children learn. She carries out observations of the children engaged in activities, which she uses to assess and plan for the next steps in their development. The childminder learns about children's abilities, interests, likes and dislikes from initial discussions with parents when settling children into the setting. She uses this information to support her own observations and assessments. She records these details to help her to monitor children's progress against developmental guidelines. The childminder shares the progress check for two-year-old children with their parents. She regularly reviews children's development and invites parents to meet with her to discuss their progress. The childminder produces learning records and scrapbooks containing observations, photographs and examples of children's work. She also produces daily

diaries of care routines for each child where parents are encouraged to exchange information.

The childminder regularly reviews children's learning and development and shares their progress with parents. The childminder provides a good balance of adult-led and child-initiated play based activities in her living areas and dedicated playroom. However, the childminder does not make full use of outdoors to help children to extend their learning in all areas throughout the year. Children develop their physical skills by dancing, jumping and performing the actions to their favourite songs and rhymes. They used their hands to squeeze, manipulate and made marks in a mixture of cornflour and water, which strengthens their fingers in readiness for learning to write. Children of all ages engage in a variety of messy play activities that support their growing curiosity, and they are eager to learn and explore. They decorated Eid cards with paint using cotton buds expressing their own creativity. Younger children examined the paint with their fingers and made their own marks on the paper as the childminder talked to them about the colours and shapes they were making.

The childminder promotes children's communication and language development well by engaging them in meaningful conversation. She asks open-ended questions to develop their thinking skills when they are exploring with play resources. The childminder encourages children who are reluctant to communicate verbally by asking them direct questions related to their play. She asked them to repeat the names and sounds of animals as they completed a puzzle together. She helps them learn to count and to recognise colours and shapes, promoting mathematical development. Children chose storybooks for the childminder to read and she pointed to the pages showing them that words and pictures carry meaning. Older children learn to recognise letters and write their name. Through these activities, children learn the skills they will need when they move on to other settings, or school.

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

The childminder provides a safe and welcoming environment where children feel secure and protected. Their behaviour demonstrates that they feel settled and content. Children form close, positive relationships with the childminder and her assistants. They demonstrate a strong sense of security because the childminder works closely with their parents to ensure they receive continuity in their care and learning. Children learn to share and take turns and learn to be kind to each other. The childminder and her assistants are good role models for the children as they lead by example, teaching good manners and promoting positive behaviour through praise and affirmation. The childminder manages any negative behaviour by introducing alternatives and she creates sensory activities to soothe and calm the children. For example, the childminder spoke of the calming influence of the cornflour activity and suggested that the children trickle the mixture over their hands to feel its sensory texture and coolness. Children became engrossed as they discovered how it felt to push their hands deep into the mixture, rubbed it into their skin and trailed it over their arms, and sometimes faces.

Children feel safe and secure because the childminder carries out daily risk assessments of the childcare environment and on outings. The childminder makes sure that she locks all external doors when children are in the setting and that visitors' identification is checked. Children learn to keep themselves and each other safe, as they listen to the childminder's instructions when using the resources. The childminder is confident to practise first aid as she has undertaken appropriate training. The childminder regularly conducts fire drills to ensure that adults and children know what to do should an emergency occur.

The childminder provides healthy and nutritious food for the children and she works in partnership with parents to ensure that all children receive food that meets their dietary needs. The childminder protects children who have special dietary requirements and allergies as she displays information to ensure that all adults understand what is safe for the children to eat. Babies and children are encouraged to feed themselves, learning skills of independence. The childminder encourages independence by providing children with opportunities to try things for themselves. For example, children practised fastening buttons, buckles and zips on dolls specially made for the purpose. They learn to manage their own personal care and wash their own hands according to their age and stage of development. The childminder manages nappy changing hygienically and discreetly to ensure younger children remain comfortable.

The childminder understands the signs that show when children need to rest or to sleep. She provides a comfortable and quiet place for them to snuggle down to sleep. Babies who are teething receive special care and comfort if they become upset. The childminder provides a warm and welcoming environment. The childminder's resources are of good quality and there is a wide variety for children to choose. However, children cannot easily select some of the resources, which are stored in boxes with no labels to identify them. The childminder provides children with opportunities to socialise with other children and adults in the local community when they visit local play centres and outdoor facilities. They learn about differences in society as they play with small-world figures and puzzles showing people of differing abilities. The childminder supports children to understand differences in culture and tradition and they explore festivals by engaging in creative activities. The childminder ensures that she effectively prepares children for school by helping them to interact with older children and they learn about the school environment on their daily journey to take and collect them.

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

The childminder and her assistants have a secure understanding of the requirements of the Early Years Foundation Stage. They understand how children learn and they undertake written observations and make assessments to help them plan for the next steps in the children's learning and development. The childminder monitors children's development and shares regular progress reports with their parents. The childminder works closely in partnership with parents, sharing daily records of children's care routines and the activities they enjoy. She gains parents' written authority for her assistants to work alone with the children for a short time, if necessary. The childminder evaluates the activities she

provides to ensure they meet children's individual needs. The childminder is well organised. She keeps her written records easily accessible in a confidential manner to ensure the effective management of the setting. The childminder regularly reviews the setting's policies and procedures, and ensures that parents read and understand them. She has a clear safeguarding policy, which includes a policy on the use of mobile phones and cameras in the setting.

The childminder has a very good understanding of safeguarding and child protection. All adults living and working in the premises have received the necessary vetting checks to ensure they are suitable to be in contact with children. The childminder ensures that her assistants work effectively with the children and that they maintain close supervision. The childminder and her assistants have completed safeguarding training and other mandatory training including first aid. The childminder and her assistants regularly undertake additional training they seek to improve their knowledge and skills. She allocates key children to her assistants to help the children to form bonds and receive care tailored to their individual needs. The childminder has links to a variety of professionals at her local children's centre and understands the support available should she need to seek advice or signpost parents for appropriate guidance. The childminder exchanges information with other settings the children attend, with permission from parents, in order to share good practice and ensure continuity of learning.

Parents and children are encouraged to give feedback on the service and activities the childminder provides. The childminder asks parents to complete a questionnaire giving their views and she invites regular feedback in the daily diaries. Parents are positive in their comments about the care given to their children. The childminder demonstrates a strong commitment to continuous professional development. She has a strong drive to make improvements to her setting. She has addressed all previous actions and recommendations from past inspections. She has plans to extend her provision to provide more space and facilities for the children to learn and develop. The childminder uses self-evaluation to reflect on the service she and her assistants provide. The childminder understands the strengths of her setting and the areas for development. She provides reports to other settings and schools to support children who are moving on, to ensure continuity in their learning.

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	EY373430
Local authority	Waltham Forest
Inspection number	963315
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	08/10/2013
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