

Inspection date

Previous inspection date

07/10/2014

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's effective daily routines and good practice helps to maintain children's good health.
- Children develop warm relationships with the childminder because she is receptive to their individual needs.
- Children develop their understanding and learning skills from the broad range of activities that the childminder makes available for them during both indoor and outdoor play.
- The childminder works closely and effectively with parents to help ensure that the children's individual needs are known and continually met.

It is not yet outstanding because

- Children have few opportunities to observe, feel and identify natural resources to develop their sensory learning skills further.
- At times, the childminder misses opportunities to encourage parents to contribute towards their children's assessment records.

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 held discussions with the childminder.
- The inspector observed the childminder's interaction with the children.
The inspector sampled some of the childminder's documentation, such as the record of attendance, children's personal information forms, observations, assessment records and training certificates.
- The inspector read the parents' written comments about the care their children receive from the childminder.

Inspector

Jennifer Liverpool

Full report

Information about the setting

The childminder registered in 2014. She lives with her husband and their two children aged five and seven years, and three tenants in Leyton, in the London Borough of Waltham Forest. The whole of the ground floor of the childminder's house is used for childminding purposes. There is an enclosed garden for outdoor play. The family have three quail birds.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently cares for two children in the early years age range during part-time hours. She is able to take and collect children from local schools. The childminder regularly takes children to the local toddler group, library and local parks.

What the setting needs to do to improve further

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

- develop a wider range of natural objects and materials of different textures for children to experiment with and to promote their overall sensory learning experiences
- extend opportunities for parents to contribute to their children's development records to further engage them in their children's learning.

Inspection judgements

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

The childminder effectively promotes children's learning and development because she has a secure understanding of the children's development needs and the progress they make. For example, the childminder obtains information from parents about their child's abilities and interests on entry and uses this information to plan and provide learning experiences to build upon their existing abilities. The childminder regularly observes children at play and she uses her notes to identify ways to support their development and learning. As a result, children are able to progress well at their own pace to the next stage in their development.

The childminder provides a good range of activities and resources that helps to promote children's understanding and learning skills across the different areas of learning. Children take part in activities that helps to prepare them for the next stage in their development and future learning. For example, the childminder promotes babies physical development,

such as moving, reaching out and grasping objects when she held the baby and played games involving movement and through her ongoing encouragement. Children's communication and language development is progressing because the childminder talks to them according to their age and stage of learning, such as about the daily routine and what they are doing next. She labels objects, sings nursery rhymes with the children and allows for lots of repetition to build children's vocabulary. Childminder places displays and labels in the hallway and rooms to help engage children and develop their early literacy skills. This enables children to acquire the skills that they need to be ready for school.

The childminder makes good use of games and routine times to promote children's counting skills. For example, the childminder counts the number of play figures children play with and babies fingers and toes during nappy changing routines. She also encourages older children to count the number of red or blue cars when out on trips. Children are beginning to recognise simple shapes because the childminder provides them with opportunities to see shapes on wall displays and in play resources, such as puzzles, activity sets and shape sorter boxes for toddlers. Children play with a suitable range of toys and resources that reflect positive images of race, culture and disability. Children also have access to some dual language books. This helps children to develop positive attitudes to diversity.

Childminder support children to develop an understanding of living things. She provides books and posters that invite children to show to want to find out about animals and insects. The childminder also has quail birds as pets on the premises and she supports children's understanding through discussion and play. For example, she takes the children outside in the garden to observe the quails and talks to them about the feeding arrangements for the birds. The childminder help children to understand the similarities in the lifecycle of other animals. Children's interest in living things is developing as they begin to recognise and name different insects, birds and animals. Children have access to some natural materials such as water play. However, babies and children have fewer natural materials to enable them to explore contrasting materials and enhance their sensory learning skills.

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

Children settle well because the childminder works closely with parents to arrange a settling-in process tailored to their child's needs. This way, the children settle at their own pace as they develop confidence in their new surroundings. Children are responsive to the cuddles and affection they receive from the childminder. The children demonstrate good levels of security in the childminder's care and they display a strong sense of belonging in her home. The childminder follows babies' individual routines for milk feeds and sleeping. This promotes consistency in young children's care routine and contributes to their well-being.

Children learn to take turns and share through gentle reminders and they begin to understand simple rules of the setting, such as helping to tidy up and to be nice to others. The childminder demonstrates an understanding of the importance of using positive

strategies to promote children's good behaviour. For example, the childminder uses praise, encouragement and at times, rewards positive behaviour and the children respond well to these. The childminder promotes children's safety well. As a result, they are becoming aware of staying safe through taking part in regular fire drill practices and learning about road safety when going out on trips.

The childminder promotes children good health through daily cleaning routines, meals and exercise. For example, the childminder daily routine enable children to play in a clean environment where they learn the importance of good personal hygiene, such as washing their hands before meals, after visiting the toilet and when they come in from outdoor play. The childminder monitors babies' milk feeds and nappy changes to meet the individual care needs of younger children. Children enjoy a varied range of nutritious cooked meals and snacks. They learn through conversations and activities about the importance of healthy foods. Children enjoy a good range of physical activities both indoors and outdoors that helps contribute to their physical development. For example, children push buggies, ride tricycles and play ball games. The childminder provide babies and children with a wide range of equipment that enable them to develop fine motor skills.

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

The childminder has a secure understanding of child protection issues and safeguarding. She knows how to proceed if she has any concerns about the welfare of a child and the procedures to follow if an allegation is made against her or members of the household. The childminder is clear about her responsibilities to notify Ofsted of any changes to members of the household so that checks can be carried out to establish their suitability. The childminder has procedures in place to prevent unauthorised visitors from gaining access to children. She also ensures that the premises and the garden is secure so that children are unable to leave the premises unsupervised and without a suitable adult. The childminder carries out daily visual checks and regular risk assessments both indoors, outdoors and before she takes children on outings to identify and reduce hazards to the children. The childminder is qualified to administer first aid to children and she ensures that the first-aid box is easily accessible to enable her to administer first aid promptly if a child has an injury. The childminder keeps and maintains relevant records for the safe management of the children. This supports children's welfare needs.

The childminder has attended a number of training courses since registration, therefore, demonstrating a commitment to further developing her knowledge within childcare. The childminder also welcomes support from the local authority advisors and she makes positive links with other early years providers and childminders to keep up to date with changing practices. This helps to effectively support the children's ongoing learning and care needs. The childminder has undertaken an evaluation of her practice, which enables her to identify the strengths of the setting. She is also able to demonstrate the capacity for ongoing improvements to continue to raise the standards of care she offers to the children.

The childminder has established good relationships with parents. The childminder uses notice boards to share information, such as policies, menus, activity plans, registration and insurance certificates with parents. This enables parents to become aware of the provision of care for their children. She provides parents with a daily diary of children's routine care, activities and general well-being to help promote continuity of care arrangements. The childminder gathers information from parents as part of the children's settling-in period and she uses this information to plan for children's learning at the start of their placement. In addition, the childminder regularly shares her observations of the children with parents and shows them samples of their paintings and drawings. This keeps parents informed about their children's care and development. However, at times, the childminder misses opportunities to fully encouraged parents to contribute to their children's ongoing assessments to engage them further in their children's learning. Parents are complimentary about the childminder's practice and the care and learning experiences their children receive.

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	EY469021
Local authority	Waltham Forest
Inspection number	975957
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
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.

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