

Inspection date	16/10/2014
Previous inspection date	09/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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's language, communication and social skills are very well promoted. The childminder confidently extends children's vocabulary and successfully enhances their personal and social development.
- The childminder's quality of teaching is good. She engages and motivates children well and skilfully covers all areas of learning in meaningful ways.
- Children have formed strong bonds and attachments with the childminder. This means that they are confident, happy and sociable, and have a firm base from which they make good progress.
- The childminder has a secure understanding of how to safeguard children and the procedures to follow if she has a concern about their welfare and well-being.

It is not yet outstanding because

- There are few resources available to promote children's understanding of disability.

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 looked at planning, records of children's learning and a selection of policies.
- The inspector gained the views of parent through parent questionnaires.

Inspector

Sharon Henry

Full report

Information about the setting

The childminder was registered in 2007. She lives with her husband and two teenage sons, in Walthamstow, within the London Borough of Waltham Forest. She is located close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding. The childminder is registered on the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll, both of whom are in the Early years age group.

What the setting needs to do to improve further

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

- develop further opportunities and resources that support children in gaining a greater understanding of the world, with particular regard to communities, traditions and disabilities.

Inspection judgements

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

The childminder has a good knowledge of the seven areas of learning and delivers these successfully to children through a wide range of thoughtfully planned activities and effective teaching. Children receive effective support so they achieve in all areas, often exceeding their learning and development milestones. The childminder organises her time well and provides individual attention appropriate to the children's needs. Informal planning is in place, and the childminder uses this to help her focus on, and extend, children's interests and provide challenges. Consequently, children make good progress in all areas of learning.

The childminder has developed a clear system to help her analyse her detailed observations and link these into aspects of the areas of learning. This helps her to effectively monitor children's progress. She uses this information to identify their next steps in learning, to target children's individual progress. The childminder introduces these next steps in learning through activities that she knows each child likes. She has a good understanding of how children learn through playing and exploring, creating and being actively involved in their learning. She fully recognises that all children learn in different ways and at different rates. Teaching focuses well on prompting children's personal, social and emotional development, their communication and language, and their physical skills. This ensures that children have a firm knowledge base from which they can build on and learn new skills.

Children's Communication and language skills are particularly well promoted because the childminder is highly skilled in using conversational skills to promote children's thinking and listening, and encourages children to express themselves. She uses every opportunity

to encourage children's communication and language. For example, at snack time children were asked what fruit they wanted, and while washing their hands they talked about soap making bubbles. Children enjoy using their imagination as they pretended to cook, put items in the oven and microwave. They pretend to make tea as they put the play kettle on the cooker and carefully pour it into the cup. They then make lunch and offer it to the inspector. The childminder seizes on this opportunity to extend children learning as she introduce the idea of making a stew and encouraged the children to talk about the different ingredients they need. This resulted in a discussion about different vegetables, such as garlic, carrots and tomatoes as children searched through the play food to find the vegetables they needed.

Children's creative development is well promoted within the setting. They have access to a wide range of arts and crafts resources. They create colourful artwork using a range of media, such as paint, leaves and flowers. Children explore the sand as they fill and empty containers and giggle as they watch the sand slide through their fingers. Children are inspired to develop an interest in books as they snuggle up to the childminder. They listen to the story with enthusiasm, as they turn the pages, and discuss what they see and what they thought would happen next. For example, they talk about the different animals and then mimic the sounds they make. This supports children's early literacy skills.

The childminder offers an inclusive service and welcomes all children in her care. She plans some activities that encourage children to learn about aspects of diversity and other cultures. For example, they celebrate different festivals. However, children's understanding of disability is not so strong, and resources that reflect positive images of disability are few.

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

Children feel secure in the rich and well-resourced environment as the childminder is calm, sensitive and caring. She helps children to feel special and important, as she consistently praise and encourages them. As a result, children behave well and learn the importance of respecting and caring for others. Consequently, they are confidently prepared for the next stage in their learning.

The childminder quickly builds caring and trusting relationships with parents, which helps to ensure that children feel emotionally safe and settled in the setting. Flexible settling-in sessions, guided by the children's and parents' needs, help children to become accustomed to the environment, get to know the childminder and other children attending. The childminder gathers information from parents about children's routines, preferences, needs and capabilities so that initial care is tailored to each child's needs. This means that the move between home and the setting are a positive experience and children settle quickly.

Children are becoming more confident in managing their own personal care, such as washing their hands and learning to tidy away toys after they have finished playing with them. Children's independence is promoted further as all areas children use contain resources that are readily available and easily accessible. This encourages them to develop their ability to become decision makers. The range and accessibility of activities on offer is very appealing and quickly engages children to become involved in their play and exploration.

The childminder helps children to develop healthy lifestyles. For example, they regularly go outside for active play and visit local parks to develop their large muscles and physical skills, while enjoying fresh air. Children request to play outdoors and become excited as they eagerly put on their wellingtons and jackets before running into the garden to play with the many resources available. Children's physical development is well promoted inside the home. For example, as they enjoy crawling through a play tunnel. Children develop positive attitudes to healthy eating as the childminder offers freshly prepared, nutritious meals and snacks. Children's preferences and dietary needs are carefully considered when planning menus to ensure their individual needs are met.

The childminder is vigilant about children's safety both inside and outside the home. For example, she keeps a record of all visitors to her home. She encourages children to be active and explore the environment, while teaching them to be safe. For example, children are reminded not to run inside in case they fall.

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

The childminder has a good understanding of her responsibilities in meet the learning and development, and welfare requirements of the children in her care. She has a secure understanding of safeguarding issues and the procedures to follow should she need to refer any concerns about a child's welfare. The childminder ensures that parents are fully aware of her role and responsibilities to protect children in her care. For example, she provides them with an information pack when their children start attending the setting. Children's health and safety is protected through the childminder's robust practices and procedures. For example, comprehensive risk assessments are completed for the home, garden and any outing children take part in. These successfully identify potential danger and then appropriate steps are taken to eliminate risk. This helps to keep children safe and secure while in the childminder's care.

The partnership with parents is strong because parents are fully involved in their children's continued learning and development. For example, parents are encouraged to comment in their children's developmental learning journey. This provides the parents with valuable information about what they have been doing at home. As a result, children enjoy continuity as the childminder complements and extends what children learn at home. The childminder shares her range of policies and procedures with parents to provide them with information about her practice. In addition, she also writes a daily diary for each child and discusses with parents what their children have been doing each day while in her care.

The childminder highly values parents' contributions and seeks their views through parental questionnaires. Parents comment on the care and learning provided, with compliments such as 'feel like the children have a extended family and are obviously very happy' and 'children develop a wide range of social, creative and academic skills'.

The childminder is committed to the ongoing development of her setting, accessing further training when she can, to develop her skills. Improvements made since her last inspection have enhanced the overall provision for all children and clear targets for future

development are continually identified through the childminder's clear self-evaluation process. The childminder demonstrates ambition, vision and drive to develop the provision further. For example, she has successfully gained a recognised early years childcare qualification. This results in the sustained development of the whole setting, meaning that children continually benefit from good standards of care and learning.

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	EY368507
Local authority	Waltham Forest
Inspection number	933923
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	09/02/2009
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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