

Inspection date	12/11/2014
Previous inspection date	30/04/2010

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 actively engage in an interesting range of hands-on learning experiences planned around their specific needs and interests.
- The childminder prioritises children's welfare and fosters their confidence, self-esteem and sense of belonging. She gets to know children well and forms secure attachments with them.
- Children are becoming skilled and confident communicators as the childminder extends their vocabulary and helps them build words, phrases and sentences.
- Children are happy and eager to learn new skills. They show good levels of independence, curiosity and imagination, and demonstrate positive behaviour and strong self-assurance.

It is not yet outstanding because

- There are few opportunities for children to extend their understanding of calculation.

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 children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including planning, observation and assessments records and the childminder's self-evaluation.
- The inspector took account of parent's views via parent questionnaires.

Inspector

Sharon Henry

Full report

Information about the setting

The childminder was registered in 2009. She lives with her husband and young daughter in Walthamstow in the London borough of Waltham Forest. The whole of the home is used for childminding purposes and there are communal gardens available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is one child on roll 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:

- build on children's interest in mathematical ideas by introducing greater challenge, such as calculation.

Inspection judgements

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

The childminder has a secure understanding of the learning requirements of the Early Years Foundation Stage. She plans effectively for children's individual needs, capturing their interest and challenging their learning. Regular and precise observations and assessments enable the childminder to track children's progress and clearly identify their next steps in learning. Teaching is effective and, as a result, children gain a secure range of skills in readiness for school.

Parents receive encouragement to become involved in their children's learning and to extend their learning at home. For example, they contribute to their child's individual learning records, which are constantly accessible via an established computer programme. Using the computerised daily report, parents and the childminder can exchange details of activities as well as observations from home and the childminding setting.

The childminder gives children's communication and language skills a high priority. She models language well and provides children with lots of opportunities to speak. For example, the childminder uses skilful questioning that encourages children to think and talk about what they are doing. Consequently, they are becoming articulate and confident in their communication. Children enjoy daily opportunities to sing rhymes, listen to stories and explore an environment which is rich in print. As a result, children are interested in books and are beginning to understand that print carries meaning.

Children enjoy using their imaginations as they create their own make-believe games. For example, during the inspection they created a princess ballroom and took pleasure in

dressing up the dolls and deciding what accessories they should have. They recalled past events as they related their play to their favourite film, excitedly talking about the different characters. Such activities help children to explore their own ideas based on their existing knowledge and experiences.

Children's early mathematical skills are developing well as the childminder uses every opportunity to introduce numbers, letters and colours. For example, she talks to the children about the different patterns in their jumpers and then encourages them to find things of different shapes in the learning environment. However, the childminder does not always extend more confident children's awareness of the relationship between numbers and amounts. For example, by introducing opportunities for them to add and subtract. The childminder effectively supports children's knowledge and understanding of the world. For example, they regularly feed the birds and are able to discuss the different types of birds, such as sparrows. Children take pleasure in planting bulbs in compost and discuss how much water is needed to help them grow. The childminder also provides opportunities for children to learn about the wider world through celebrating recent events such as Remembrance Day.

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

Children are happy and settled in the warm and welcoming environment. They show a strong sense of security and belonging. Effective settling-in procedures ensure children, parents and the childminder develop meaningful relationships. This encourages secure partnership working and helps the childminder to provide continuity by respecting children's home routines.

The childminder is positive and uses praise effectively, which enables children to feel valued and appreciated. Young children are confident to explore their surroundings, safe in the knowledge they have the support of the childminder. The childminder is calm, gentle and is a good role model to the children. For example, she always says 'please' and 'thank you' to the children and encourages them to take turns with the toys.

Children benefit from a wide range of play materials to support their learning and development. The playroom is thoughtfully planned to provide a stimulating, safe learning environment for all ages of children. The childminder successfully promotes children's independence. She stores toys and resources well to enable children to choose what they want to play with. This promotes their sense of belonging and self-confidence, and helps them to engage in purposeful play.

Children develop a good understanding of healthy lifestyles through well-embedded routines. They take their shoes off as they come into the house. They also use the bathroom independently and know that they should wash their hands. Children learn about healthy eating as the childminder provides freshly prepared nutritious meals. They eat at the table where the childminder promotes good table manners and positive social skills. Children develop a good understanding about the importance of regular exercise as part a healthy lifestyle. The childminder supports their physical development well as she

actively encourages them to engage in a range of physical activities indoors, in the garden and on planned outings.

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

The childminder demonstrates a good understanding of her responsibility to promote children's learning and development, and does this well. She also meets all safeguarding and welfare requirements. The childminder is enthusiastic and uses self-evaluation to identify her strengths and areas for development. Consequently, she effectively identifies priorities for future development. For example, she plans to extend her knowledge and understanding of ways to support children with additional needs.

Arrangements for safeguarding children are good. The childminder has an up to date knowledge of the procedures to follow should concerns arise about the welfare of any child. The monitoring of safety practice is rigorous and the childminder is extremely clear on her responsibility to protect children. The childminder regularly undertakes risk assessments to identify and minimise any potential hazards, in her home and on outings. She has a range of appropriate precautions which teach children about the importance of keeping themselves safe. For example, she provides high-visibility vests for children to wear on outings.

The positive and effective relationships the childminder maintain help to provide a service that fully meets the individual needs of all children. The childminder understands of the importance of working with other professionals, where necessary, to provide coordinated care that promotes the best possible outcomes for children.

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	EY401621
Local authority	Waltham Forest
Inspection number	816184
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	30/04/2010
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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