

Inspection date	01/12/2014
Previous inspection date	11/12/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder's positive interaction with the children promotes their well-being and self-esteem. As a result, children concentrate and engage in activities with enthusiasm.
- The childminder's home is safe and welcoming, with easily accessible play resources organised to promote children's independence.
- The childminder knows the children well and this helps her to support their individual care and development. She engages with parents on a regular basis to exchange information.

It is not yet good because

- Self-evaluation is not robust enough to identify clear targets for ongoing improvement and training needs, and ensure the quality of children's care and learning is fully promoted.
- The childminder does not engage with parents well enough to gather information about children's initial stages of development when they first start attending.
- The childminder has not fully explored systems to promote partnership with other professionals engaged in the care and learning of children that attend other settings.
- Young children do not have access to interactive resources or age-appropriate and early information technology resources to explore and develop their skills in this area.

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 activities in the lounge and discussed children's learning and developmental progress with the childminder.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at a sample of policies and procedures, documentation, children's developmental records, and the childminder's training certificates.
- The inspector explored the childminder's self-evaluation processes.
- The inspector looked at written feedback from parents.

Inspector

Shaheen Belai

Full report

Information about the setting

The childminder registered in 2002. She lives with her husband and their two children in Chingford, within the London Borough of Waltham Forest. Children have access to the whole of the premises, which is a bungalow, except for the bedrooms. There is a garden for outdoor play. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The childminder has three children in the early years age range on roll attending on a part-time basis. The childminder also looks after older children. The childminder takes and collects children from Chase Lane Primary School.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure baseline information regarding each child's development is gathered from parents at the point of entry, to clearly inform forward planning of individual learning.

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

- build on current systems for exchange of information with other settings children attend, to ensure children's learning, development and care is robustly supported by all those involved
- extend opportunities and resources for children to explore information technology in different forms, and which are suitable for all ages and abilities
- develop the self-evaluation process so that it includes an assessment of all practices on a regular basis, including the views of parents and children, and identifies relevant training needs to enable clear targets to be identified to improve the quality of care and education to improve standards.

Inspection judgements

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

The childminder has an appropriate grasp of observational assessment. This helps her to support children to make suitable progress towards the early learning goals. With young

children, she focuses on securing their development in the core areas of learning. This is evident in the play resources she selects for them to choose from, and from the specific support she gives to particular areas of their development. However, the childminder does not collate baseline information from parents at the time of a child starting to inform her of children's early stages of developmental progress. Therefore, she does not have clear and factual information to plan for initial learning while the child settles in her care. The childminder uses some observations to record children's achievements. These help her to identify their development is secure and help her to plan the next steps of children's learning. The childminder tracks children's progress to assess they are developing in line with expectations and shares children's progress with parents on a daily basis. The childminder gives guidance on how parents can support children's behaviour, and language development. The progress check at age two is completed, which she discusses with and shares with parents.

The childminder has a suitable understanding of the areas of learning and uses this knowledge to plan a varied range of activities to engage and interest children. The constant, positive interaction children receive supports them well and enables them to concentrate for sufficient periods of time. For example, children enjoy small world play and allow the childminder to engage in play with them. This allows younger children to learn how to operate specific play materials and be supported with challenges. Children are given time to respond to the questions the childminder asks. This allows for them to develop their language skills and resolve problems. Support from the childminder allows children to extend their learning, such as learning to recognise letters of the alphabet, colours and count out objects. Children have access to messy and creative play, where they have opportunities to explore different tools and textures. Books are used for children to explore independently or when the childminder reads to them.

The childminder helps to develop children's understanding of the world through the use of her garden. For example, children look with interest as the birds collect food to eat from the bird feeder and help to put together a bird house to install in the garden. Children attend the local stay-and-play session with the childminder. She recognises the value of this to support the children to develop confidence to socialise with other children. However, there is a lack of resources to promote children's development in operating early technology, interactive and cause and effect resources. The computer that is on offer to children is not suitable for all ages and abilities to become confident in operating, or to extend their interest in this area of learning.

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

The childminder's home is laid out to allow children to explore freely and with minimal risk to their safety. The childminder has warm relationships with the children and uses positive interactions at all times. This helps to ensure that children are happy and the continual support the childminder provides engages their interest well in activities and ensures they spend their time purposefully. Behaviour is managed well through consistent boundaries set by the childminder. For example, she gives positive praise and recognition to promote children's self-esteem and understanding of expected behaviour. The childminder

demonstrates the importance of using consistent and positive strategies that support children to learn right from wrong, using age-appropriate strategies with the varying age groups that attend. Children listen and respond appropriately when they are asked to help tidy the toys away, or be ready to have a snack. Children are learning how to take responsibility for their own safety. For example, the childminder gives them reminders to sit and eat, rather than walk, while having their snack.

There is a clear settling-in process for children of all ages, with gradual visits with their parents until they are settled enough so that they can be left. This enables children to settle quickly and promotes their emotional well-being appropriately. All relevant details are obtained from parents in order to promote the children's welfare. For example, written consents are obtained to seek emergency medical advice if needed. Daily discussions take place with parents to ensure they are kept informed of how their child has been during the day, which ensures children's needs are met appropriately. The childminder has suitable procedures in place to prepare children for their move on to other settings. The childminder has a positive approach to working in partnership with other relevant professionals, such as children's teachers at school. She takes some steps to seek systems to exchange information with them. However, this is not explored thoroughly to ensure that their individual learning and development is supported appropriately in both settings.

On the whole, children are developing a healthy lifestyle through positive encouragement from the childminder. She provides healthy snacks and meals throughout the day. For example, at snack time, they enjoy choosing from the selection of fruits the childminder offers. There are appropriate opportunities to encourage children to develop their physical skills through the use of the childminder's garden, and visits to the local park on a regular basis.

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

The childminder provides a safe environment for children to play. The home is secure and risk assessments are completed to ensure that areas remain safe, and that children are kept safe on outings. The childminder has an appropriate understanding of child protection procedures and has an adequate knowledge of signs and symptoms of abuse to look for. If there are any concerns she has the contact details for the relevant agencies. The childminder has taken steps to ensure all persons over the age of 16 years in the house have suitability checks in place to help ensure the safety of children. Records are maintained as required, such as all relevant information gathered for each child and the attendance register is kept up to date. This helps to promote the welfare of children.

The childminder has a current paediatric first-aid certificate which supports her in meeting the needs of children in the event of a minor accident or medical emergency. The childminder has taken some steps to evaluate her practice, for example by exploring some recent training online and gathering the views of parents at some periods of the year. However, the process is not fully robust for ongoing reflective practice as it does not enable the childminder to identify any areas of improvement. As a result, there are areas

that require improvement that have not been identified, for example, regular training to keep up to date with changes in childminding practice.

There are suitable relationships developed with parents which enable them to support the childminder in promoting their child's well-being. All required information about the childminder's practice is shared with them when the children first start at the setting, including policies and procedures. A regular two-way flow of information at the end of each day ensures parents are kept informed about the care and learning of their child. Parental feedback at inspection was positive. They commented about the engagement of the childminder and the range of activities offered to children, how she gives support to children with identified needs and shares relevant information, and how she interacts well with children to support them to make progress in their learning. Since the last inspection, the childminder has met all previous actions. These improvements have enhanced children's safety and well-being, and ensured the childminder shares relevant information about safeguarding with parents.

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	EY218695
Local authority	Waltham Forest
Inspection number	814396
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	11/12/2009
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

