

Inspection date	13/01/2015
Previous inspection date	19/05/2009

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

- The childminder builds strong relationships and attachments with children. She is affectionate and kind, so children settle easily into her care.
- The childminder provides a good variety of play resources to promote children's development in all areas. She has books in different languages to enhance the communication and language development of all children.
- Children are safe in the childminder's care. She has a good knowledge of safeguarding and child protection, and has sound procedures for assessing and managing risks in her environment.
- The childminder works closely with parents and provides opportunities for them to contribute to their children's learning at home.

It is not yet outstanding because

- Although the childminder takes children out regularly for fresh air and exercise she prefers to not take them out in wet or cold weather. Therefore, she does not fully take into account the needs of children who learn best outdoors.

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 children engaged in activities in the childminder's home.
- The inspector had discussions with the childminder about her practice.
- The inspector took account of parents' views by reading their comments and feedback.
- The inspector sampled a range of policies and procedures, suitability records, risk assessments and children's progress records.

Inspector

Jennifer Forbes

Full report

Information about the setting

The childminder registered in 2004. She is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, her adult daughter and a school-aged son. The family lives in Walthamstow, within the London Borough of Waltham Forest. The childminder uses the ground floor of her house for childminding and an upstairs bathroom. There is an enclosed garden which is currently not used for childminding. The childminder attends toddler groups and she takes children to the local parks. The childminder operates from Monday to Friday from 8am until 5.30pm. The setting is open all year round except for family holidays. There is currently one child on roll who is in the early years age group. The childminder cares for 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:

- extend opportunities for children to experience outdoor play in all weathers, in order to make provision for the needs of all children, including those who learn best outdoors.

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 of the Early Years Foundation Stage. She fully understands how to promote the learning and development of young children. The childminder observes the children in her care and assesses their stages of development using appropriate guidance. She plans for children's next steps in learning, using their interests and achievements to provide interesting and challenging activities. These activities enhance children's learning. The childminder holds initial discussions with parents about their children's care needs and developmental stages. The childminder uses a useful tracking tool to monitor children's ongoing progress. This helps her to plan activities to support children's development towards the early learning goals.

The childminder produces photographic records of children's development that shows their progress over time. She shares these with parents and encourages them to become involved in their children's learning. The childminder helps children who are learning to speak English as an additional language, for example, by asking parents to share key words in their home languages. The childminder speaks three languages herself and reads stories to the children from books written in different languages. Her effective input helps to develop children's understanding of the diversity of language and helps them to learn about the world. The childminder engages children in conversation throughout the day to

develop their language skills. She enhances their language development by introducing words that are new to the children, for example, introducing colour names and numbers. This also promotes children's development in early mathematics.

The childminder provides opportunities for young children to explore and investigate. For example, she introduced an unusually shaped tin with a lid for them to examine. She demonstrated how to remove and replace the lid. Children were intrigued to find the objects she had hidden inside and were fascinated to hear how it rattled when shaken. Activities such as this, using everyday items, spark children's natural curiosity and eagerness to learn, and also promote their hand-eye coordination. Children develop their physical coordination during painting activities where they learn to dip brushes into paint and make marks on paper. They are excited to see the bright colours and enjoy the feeling of paint on their hands when they make handprint pictures for their families. These activities promote the development of children's early writing skills to help prepare them for the next stages in their learning and for school.

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

The childminder provides a warm and homely environment where children feel secure and protected. The childminder makes sure that children are safe in her care as she carries out daily risk assessments of the childcare environment and outings. Risk assessments are robust as the childminder ensures that she minimises any hazards. For example, the childminder has temporarily discontinued the use of her garden because recent storms have damaged fences and made them unsafe. The childminder is confident enough to practise her first-aid skills and has a relevant first-aid qualification. She tenderly soothes bumps and scrapes that happen when children are toddling. She practises fire drills regularly with the children to make sure they can leave the house quickly if a real emergency occurs.

Children's behaviour is good because they are happy and settled in the childminder's care. They form close bonds and attachments, and run to her for cuddles. The childminder is playful during nappy changing routines and makes children laugh as she tickles them. Children learn to wash their hands after messy play activities and before eating. The childminder provides children with nourishing food for snacks and mealtimes. Her menus are varied and imaginative, and the childminder shares daily information on children's care routines with parents. This helps her to ensure that she meets children's health and dietary needs. Young children learn to be independent as the childminder helps them to learn to feed themselves. They enjoy using their fingers to eat their chopped fruit. Children learn to be confident and self-assured which prepares them well for school and future life.

Children have frequent opportunities to socialise with other children and adults, in groups and in the local community. They go regularly to parks and toddler groups. The childminder makes sure that children experience fresh air and exercise often. However, she prefers not to take children out when the weather is wet which reduces opportunities for children who learn better outdoors. The childminder's resources are of good quality

and are well suited to the ages of the children in her care. The childminder is patient and caring, and is a good role model for the children. She is effective at teaching good manners and politeness. She uses lots of praise and applause to promote children's self-esteem and this also encourages them to continue learning. Children learn to keep themselves safe, for example, as the childminder explains why they cannot throw toys. She helps children to follow her guidance by providing alternative resources. For example, she turned toy throwing into a fun activity by encouraging children to throw balls into a basket. She rewarded children for their efforts by clapping and praising them.

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

The childminder effectively plans for children's learning and development and tracks their progress. She measures their achievements against approved developmental guidelines. She writes regular reports for parents and gives them daily updates on their children's progress. The childminder works closely in partnership with parents and shares information to promote children's learning at home. This helps to maintain continuity and involves parents in their children's learning. The childminder evaluates the activities she provides to ensure they meet children's individual needs. She incorporates children's interests into her planning to ensure children enjoy their play and to motivate them to learn. The childminder works closely with the local authority development team to improve her practice and meet the requirements of the Early Years Foundation Stage.

The childminder shares her policies and procedures with parents. She has a clear safeguarding policy, which includes information on the procedures to follow in the case of an allegation against her. She has a policy on the use of mobile phones and cameras and checks the identity of all visitors to her setting. This helps to ensure that the childminder safeguards the children in her care. She has a very good understanding of safeguarding and child protection. She has completed safeguarding training and all adults living in the childminder's home have undergone Disclosure and Barring Service checks to ensure they are suitable to have contact with children. She has completed all the necessary mandatory training, including paediatric first aid, and she has a certificate in food hygiene. The childminder is well organised and maintains good records that ensure that any information needed is readily accessible, and is confidentially stored.

The childminder has met all the actions and recommendations from her previous inspection. She understands the strengths of her provision and the areas for future development. She has clear plans for improvement. These include the refurbishment of the garden to make a safe and exciting place for children to play. Parents complete questionnaires to provide an evaluation of the care given to their children. The childminder takes account of parents' views when self-evaluating her practice. She is keen to extend her knowledge and skills by undertaking further training. The childminder attends groups where she can share ideas and information with other providers. She is keen to work with other providers to help children who are moving to new settings or school, to encourage them to develop the skills they need to succeed.

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	EY279637
Local authority	Waltham Forest
Inspection number	897036
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	19/05/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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