

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 26 January 2015  |
| Previous inspection date | 30 November 2011 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b>  | <b>2</b> |
|--|-------------------------|--------------|----------|
|  | Previous inspection:    | Satisfactory | 3        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good         | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good         | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good         | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |              |          |

## Summary of key findings for parents

### This provision is good

- The childminder has a secure understanding of the Early Years Foundation Stage, which she implements very well in her service to children and parents.
- Children have formed strong relationships with the childminder. This helps the children to settle, be confident, and successfully make progress in their development.
- The childminder plans an extensive range of play activities in accordance with children's interests to offer them challenges to extend their learning.
- The childminder provides a safe and secure environment, indoors and outdoors. This means children can explore and investigate with minimal risk posed to them.
- The strong partnerships the childminder forms with parents from the onset ensure they are included to support their child's learning and development at home.
- The childminder has a thorough understanding of the required learning assessments and works well with other settings to ensure there is continuity in children's care and learning.
- The childminder strives to make improvements; she has strong partnerships with parents and the local authority, who contribute their ideas for ongoing improvements.

### It is not yet outstanding because:

- The frequency of change in some activities means children do not have sufficient time to fully explore and engage in the stimulating and rich activities.
- The organisation of snack time does not promote a social time for children to sit and dine together or to extend their learning about healthy lifestyles.

## What the setting needs to do to improve further

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

- organise activities to allow time for children to explore and complete them at their own pace
- review snack so that children can learn about healthy lifestyles, have social opportunities and do not walk around with food.

## Inspection activities

- The inspector observed children engaged in activities and saw a broad range of play resources available for the children's use.
- The inspector observed the interaction of the childminder with the children.
- The inspector engaged with the childminder to explore how she organises the day to meet children's care, and learning and developmental needs.
- The inspector sampled the childminder's documentation. This included the required individual records for children to support their welfare.
- The inspector viewed documentation and the systems the childminder uses for reflective practice.

## Inspector

Shaheen Belai

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder makes very effective observations and assessments that show make good progress from the time they start to the present. Children are extremely happy and content. They thrive because the childminder provides good learning opportunities to promote their development. Children are curious as they explore the wide range of activities. The childminder promotes children's language development. She describes their actions and skilfully questions children to enhance their vocabulary. The childminder takes children to various community groups, which help to extend children's learning experiences. Overall, children are engrossed in purposeful, interesting and challenging activities. Occasionally, the childminder changes the focused activities too frequently, which affects children's ability to fully explore and complete the activities.

### **The contribution of the early years provision to the well-being of children is good**

Children thrive from the positive relationships they have formed with the childminder. The children welcome the praise and recognition showered on them, which promotes their self-esteem. The childminder creates an environment that has a strong emphasis on promoting children's sense of belonging. For example, she provides low-level displays of children's artwork and photos of the children and their families. The childminder encourages children to choose activities, to wash their hands and learn to dress to go outdoors. This promotes children's independence in preparation for school. Children are encouraged to develop a healthy approach to eating. For example, the childminder displays props to support the children's understanding. The childminder does not organise snack as well as meal times, children do not always sit down together for snack and she does not maximise opportunities to promote learning about a healthy style. The children enjoy outdoor play; they develop a range of physical skills, which contribute to their good health.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder has gained a professional childcare qualification that has helped to develop her service for children and families. She strives to make improvements by having robust systems for self-evaluation, which includes the engagement of her local authority. The childminder seeks the views of parents to make improvements to the service she offers. She invites them to planned sessions, such as healthy eating and celebrations to share in their children's learning. The childminder continually evaluates activities and undertakes required assessments to promote learning outcomes for children. She prepares children very well for their move to school. The childminder maintains and implements a full range of policies and procedures that help to safeguard and promote children's welfare. The childminder carries out risk assessments and minimises hazards to ensure children play in a safe environment.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | EY427649         |
| <b>Local authority</b>             | Waltham Forest   |
| <b>Inspection number</b>           | 845393           |
| <b>Type of provision</b>           | Childminder      |
| <b>Registration category</b>       | Childminder      |
| <b>Age range of children</b>       | 0 - 8            |
| <b>Total number of places</b>      | 5                |
| <b>Number of children on roll</b>  | 2                |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 30 November 2011 |
| <b>Telephone number</b>            |                  |

The childminder registered in 2011. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their children. They live in Higham Hill, within the London Borough of Waltham Forest.

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