

Childminder Report

Inspection date

12 November 2015

Previous inspection date

6 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children enjoy many good opportunities to engage in active play and enjoy being out in the fresh air. The childminder promotes a healthy lifestyle and boosts children's self-esteem.
- Parents comment that they are happy with the quality of care their children receive. The childminder keeps them informed about their children's progress, including daily activities.
- The childminder provides a well-resourced environment; children develop confidence and make choices, including leading their own learning.
- The childminder reflects on the quality of her practice to identify areas for development and promote better outcomes for children. She recognises the need to undertake relevant training to improve her practice further.
- The childminder implements a range of policies, which she uses to underpin her working practices. She keeps these up to date to reflect current changes in legislation.

It is not yet outstanding because:

- The childminder misses some opportunities to encourage children to learn how to use suitable tools and equipment correctly to develop their skills further.
- At times, the childminder does not use all opportunities throughout the daily routine to encourage children to develop their independence fully, for example, during mealtimes.

What the setting needs to do to improve further

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

- increase opportunities for children to learn how to handle tools and equipment correctly to extend their physical skills
- make better use of opportunities throughout the daily routines for children to manage some tasks by themselves to strengthen their independent skills.

Inspection activities

- The inspector observed children as they played and took part in daily routines.
- The inspector spoke to the childminder at appropriate times during the day.
- The inspector viewed the areas used for children to play and the resources available.
- The inspector looked at children's records, planning and a range of other documentation, including the childminder's policies and procedures, and risk assessments.
- The inspector took account the views of parents in written testimonials.

Inspector

Julia Maria Gouldsboro

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of how to promote children's welfare, learning and development. Safeguarding is effective. She provides a secure play environment and teaches children how to keep safe, such as during outings. The childminder implements daily risk assessments to ensure the setting is safe for children to explore. She understands how to promote children's learning, and uses detailed observations and assessments to identify their next steps, including carrying out progress checks for two-year-old children. The childminder builds positive partnerships with parents and other professionals, such as staff at schools and speech therapists. She promotes continuity for children, including a shared and consistent approach by working with others.

Quality of teaching, learning and assessment is good

The childminder adapts activities well to support children's individual needs. She promptly addresses any gaps in their learning and recognises when to intervene to support them further. She plans activities that engage children and encourages them to communicate effectively. For example, during messy play, the childminder extends children's vocabulary by using descriptive words and models language, which supports their acquiring language. Children have opportunities to explore the natural world, for example, they play outdoors and take regular walks to the local forest, parks and lakes. The childminder uses these opportunities well to talk about the things children see and hear in the environment. Children develop a good understanding of the world around them.

Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment. Children enjoy spending time with the childminder. They respond well to her kind, approachable manner. For example, they invite her to join in their play. Children form caring bonds with one another and the childminder, and settle well. Children's behaviour is good. They develop good self-esteem; the childminder praises their efforts and supports them in their health care needs. For example, she provides healthy lunches and sensitively supports children in their toileting and personal care. Children learn good hygiene routines, such as the importance of washing their hands.

Outcomes for children are good

Children make good progress based on their starting points. The childminder effectively identifies children with specific needs and helps them to progress well, with additional support. Children are confident and enthusiastic learners, and explore their own ideas. This prepares them well for their future learning.

Setting details

Unique reference number	141178
Local authority	Waltham Forest
Inspection number	812471
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	6 January 2012
Telephone number	

The childminder registered in 1998. She lives in the Highams Park area within the London Borough of Waltham Forest. She works each weekday from 8am to 6pm, throughout the year.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

