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|--------------------------|------------|
| <b>Inspection date</b>   | 14/10/2014 |
| Previous inspection date | 28/06/2010 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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 effectively interacts in children's play to help promote their language and communication skills.
- Children enjoy the varied range of opportunities to explore and discover new experiences outdoors, because the childminder gives them good support to explore their surroundings.
- The childminder supports children to care for others, property and the environment.
- Children benefit immensely from a well-organised environment where they receive good support to help them feel safe and secure, and to help them progress well in their learning and development.

#### **It is not yet outstanding because**

- The childminder does not consistently take opportunities to promote positive images of gender to further enhance children's understanding of diversity.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held discussions with the childminder.
  - The inspector observed the childminder's interaction with the children.
- The inspector sampled documentation, including children's information records,
- observation and assessment records, the childminder's training certificates, written policies and accident records.

## Inspector

Jennifer Liverpool

## Full report

### Information about the setting

The childminder registered in 2009. She lives with her partner and their two daughters, aged 11 and nine years, in Forest Gate, in the London Borough of Waltham Forest. The whole of the downstairs area of the house is used for childminding. Children also have access to the first floor bathroom. There is a secure garden available for outdoor play. The family has three cats. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is currently caring for four children in the early years age range, all attend part-time hours and after school. The childminder takes the children to a number of toddler groups, childminder drop-in groups and soft-play activity centres.

### What the setting needs to do to improve further

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

- astrengthen the range of toys, resources and activities to include more positive images of diversity, to increase children's awareness of the differences between people in society.

## 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 each child's individual needs, because she obtains relevant information from parents about their child's development at the start of the placement. The childminder uses this information and her observations of the children, to build on children's existing skills and to help them progress in all areas of learning. The childminder now identifies the next steps in learning for each child, in order to plan for their individual needs. She achieves this by making links between the observational assessments and activity plans. This is to ensure children receive the support they need to move on in their development. Children enjoy their time with the childminder, because she involves herself in their games to maintain their interests. For example, children demonstrated a desire to explore and try out different types of activities, which included attempting to fit shapes into a posting box. The childminder sat with the children and gave them lots of encouragement. Consequently, children were able to solve problems as they worked out how to fit the shapes into the correct hole.

The childminder introduces children to numbers and shapes, through displaying posters and number lines, which help to stimulate children's interests. In addition, young children are beginning to learn some number names and older children are recognising shapes in the environment. Children are learning to count accurately when they take part in purposeful activities, such as, story time, during role-play, singing songs and when

stepping on floor cushions. Children's communication and language skills are developing well. This is because the childminder effectively promotes the repetition of words, and uses simple rhymes and role-play to build on young children's vocabulary. The childminder also expands on children's attempts to communicate, by using correct forms of language. She encourages older children to talk to each other so that they develop confidence in speaking in a group situation. These opportunities help to prepare children for the next stage in their learning.

The childminder is observant and recognises when children need help, such as, how to fit puzzle pieces together. The childminder provides children with a suitable range of activities and toys that enable them to develop a positive outlook regarding diversity. For example, children have access to dolls representing different cultures, they see positive images of race and culture in books and they have toy wheelchairs for their dolls. However, children have fewer opportunities to engage with toys and activities that depict positive images of gender. The childminder makes use of outdoors to encourage children's understanding of their immediate environment and the world around them. Consequently, children are learning about the changes to the weather and they are becoming aware of the seasons. The childminder makes the role-play area inviting for children to use, because she provides children with real food and other products to play with. For example, children play with dried pasta, pots and pans. This helps children to act out real life experiences through purposeful play.

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

The childminder works with parents to help settle their children into a new environment and routine at their own pace. This input promotes the children's emotional wellbeing effectively. Children develop self-confidence, because the childminder is warm, friendly and attentive to their needs. The children enjoy their day, because the childminder gives them lots of one-to-one attention that enables them to feel valued as individuals. The childminder makes sure that children receive help to develop relationships with others. Young children in particular benefit immensely from visits to toddler groups, where they play alongside other children and develop friendships beyond the setting. The childminder helps the children to care for other children and their toys. Therefore, she enables them to begin to express their emotions, their feelings for others and to respect property. The childminder provides effective help for the children during their move to school. For example, she provides reassurance, stories about school and engages children in role play. This helps her to build on children's self-confidence and their readiness for school.

The childminder uses house rules to help children understand about boundaries and how to behave responsibly. This means that children are developing an understanding about why certain behaviour is acceptable. They are also learning to care for their friends and to look after their own and others' property. The childminder encourages younger children to share toys. She organises the space on the ground floor efficiently, so that children have opportunities to move around freely and independently. In addition to this, the childminder has placed storage facilities around the room, at children's height, so that they

can have safe and easy access to toys. Consequently, all children are able to make choices about their play, thus enabling them to enjoy their time at the setting. The childminder has good quality furniture and equipment that are developmentally appropriate for young children, and allows them to rest and sleep in comfort. The childminder regularly checks sleeping children to help ensure their safety and well-being.

Children are becoming aware of how to stay safe, for example, through gentle reminders and practising the evacuation procedures with the childminder. Children learn the importance of good personal hygiene through discussion and daily routines. They receive a wide range of healthy and nutritious snacks, such as grapes, bananas, and apples. They also enjoy eating dried fruits, such as raisins. The childminder encourages children to try new fruits such as, kiwis and strawberries and to avoid sweet snacks. Therefore, children learn the importance of eating healthily. Children have access to large outdoor play equipment, such as swings, slides and rockers, which give them opportunities to practise and develop their physical skills.

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

The childminder demonstrates a good understanding of child protection issues. She has reviewed her procedures and now includes procedures for visitors and parents not to use cameras and mobile phones when children are present. The childminder also has clear details about the procedures to follow if she has any concerns about a child, which includes incident report forms and a list of external agencies' contact numbers. This positively promotes children's well-being. The childminder carries out regular risk assessments indoors, outdoors and before taking children out on trips, to identify and quickly address any potential hazards to children. The childminder holds an up-to-date paediatric first-aid training certificate. There are fully stocked first-aid boxes on the premises, including a first-aid kit for when she takes children on outings. This means that children can receive appropriate care if there is an accident indoors or off premises.

The childminder maintains important documentation. For example she keeps records of attendance, an accident book and valid public liability insurance, which help to promote the safe and effective management of the setting, and the children's welfare. The childminder's system for record keeping is well organised and easily accessible for inspection. The childminder has a secure knowledge and understanding of the Early Years Foundation Stage learning and development requirements. She knows the children's individual learning needs, identified through regular observations and assessments. She uses these to help ensure that the children receive a broad range of opportunities to extend their learning and development.

The childminder welcomes the help she receives from the local authority advisor. She regularly meets with other providers to help keep up to date with changes in childcare practices. This helps to promote the children's care and learning. The childminder has successfully addressed the recommendations raised at the last inspection. Children now benefit from a safer environment, and take part in a broad range of activities that enable

them to make good progress in their learning and development. The childminder also demonstrates a good capacity for promoting ongoing improvements through her self-evaluation arrangements. Therefore, she demonstrates a good ability to improve the outcomes for children.

The childminder has established strong partnerships with parents. She works closely with them to make sure that the children's needs are known and met. The childminder shares her written policies and procedures with parents, at the earliest opportunity, so that they are aware of the provision of care for their children. The childminder keeps parents fully informed about their children's care routines, and their development and progress. This is through discussions, daily diaries and sharing children's assessment reports with them. The childminder encourages parents to complete a questionnaire about the service she offers to them and their child, so that she has an understanding of how parents feel about the care their children receive.

### **The Childcare Register**

The requirements for the compulsory 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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY394250       |
| <b>Local authority</b>             | Waltham Forest |
| <b>Inspection number</b>           | 844725         |
| <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>      | 4              |
| <b>Number of children on roll</b>  | 3              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | 28/06/2010     |
| <b>Telephone number</b>            |                |

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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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