

Inspection date

Previous inspection date

05/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children have secure attachments with the childminder and good, warm and caring relationships are evident. This means children confidently enjoy learning through play.
- The childminder works closely with parents and keeps them well informed about their child's progress.
- Children have access to a good selection of resources and activities, which supports their development and progress in all areas of learning.
- Children's good health is promoted well through effective daily routines, healthy snacks and meals and regular access to interesting activities outside of the setting.

It is not yet outstanding because

- The childminder does not have fully effective arrangements in place to work in partnership with other early years providers who share care of children.
- Not all toys are well organised, which makes it difficult for children to select them and develop their independence during play.

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's activities and the childminder's interaction with the children.
- The inspector looked at the children's observation records, a selection of policies and children's records.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Sharon Henry

Full report

Information about the setting

The childminder registered in 2011. She lives with her husband and their seven children in the North Chingford area, within the London Borough of Waltham Forest. The whole of the ground floor is used for childminding purposes. 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.

She currently cares for three children in the early years age range. The family have three cats.

What the setting needs to do to improve further

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

- enhance the organisation of the learning environment to enable children to independently choose what they would like to play with
- strengthen the arrangements for sharing information with other providers in order to promote a shared approach to learning and enhance children's progress.

Inspection judgements

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

Children are very happy and content in a welcoming and child-friendly environment that helps them to feel at home and secure. The childminder works closely with parents at registration to precisely establish children's starting points and care routines. All children have good, well documented learning records, which identifies how observations are assessed to highlight next steps in children's learning. Activities observed are supported well with a good range of photographic evidence. The childminder also carries out regular summaries of the children's progress and ensures that parents are fully aware of their children's development stage. Observations are clearly linked to the development bands and used to plan for children's individual learning needs and their abilities. This ensures that all children make progress through an exciting range of activities.

The childminder works well with parents. She records children's starting points in their learning using an 'All about me' profile. Parents are kept fully informed about children's activities and achievements on a daily basis. Each child has a development folder, which contains their art work and photographs and observations of what children enjoy doing and are achieving. The folders provide parents with a good overview of children's progress. The childminder has organised her home well which enables the children to

enjoy their time in a welcoming and stimulating environment. Children's unique needs are well met and they make good progress in their learning and development. Children make secure attachments with the childminder and good, warm and caring relationships are evident. This means children are confident in learning through play.

Children's early communication and language skills are supported well. The childminder talks to children constantly during their play activities and care routines, enhancing their developing language skills. Children show high levels of interest in their early use of books. They focus on pictures and are curious to see what is under flaps. They open them for themselves and turn over pages to see what is next. The childminder extends this by introducing the interactive book and talks to the children about what they see. For example, she talks to them about the red fire engine and asks them to find the green leaves. Children become excited as they press buttons to and repeat what they hear. Children mark making skills are developing as they attempt to draw around the triangle; the childminder seizes on this opportunity to introduce colours as she talks to them about the different colours and encourages them to repeat the word 'purple'.

The childminder is active in promoting children's understanding of the world as they make good use of the local facilities as they visit local parks and amenities, where they feed the ducks and participate in local seasonal events, such as the Easter hunt.

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

The childminder shows commitment towards inclusive practice. She has organised her home to support children and meet their needs, providing plenty of space to enable children explore and spread out as they play. Children benefit from a wide range of resources that are age appropriate and offer sufficient challenges. However, the organisation does not fully promote self-selection to enable children to freely help themselves to the full range of resources. Therefore, this inhibits their independent choice of activities.

Children are gaining a clear awareness of healthy choices as they enjoy balanced meals and a good selection of fresh fruit daily. Water beakers are accessible, resulting in the promotion of children's independence skills as they are able to pour themselves a drink when thirsty. The childminder allows sufficient time for children to feed themselves as they grow more skilful in this aspect of self-care. The childminder takes children out in the fresh air daily and they have opportunities to enjoy physical play venues. For example they regularly visit the park and go for walks in the forest. This means that children are beginning to develop the awareness of the effect of exercise on their bodies. Children frequently attend drop ins where they learn to play with other children and interact with adults. The structured routines at these settings help children to gain an understanding of how to behave in large groups and this prepares them well for their eventual move to other settings.

Children feel valued, as the childminder helps them to feel good about themselves, through consistent support, praise and encouragement. The childminder encourages

children to form good, warm and caring relationships with each other and to share and take turns. Through the childminder being a good role model and through consistent routines, children learn about appropriate behaviour and the importance of being kind and considerate to others. The childminder promotes children's health well and has a good knowledge and understanding of the importance of healthy eating. She offers a variety of nutritious meals and snacks and provides parents with daily information about what children have eaten. The childminder supports children's good health and well-being through effective routines such as hand washing, after touching the cat and before meals. This helps children to learn about good hygiene practices and develop self-care skills. The childminder ensures children understand about their own safety through discussions about stranger danger and practising road safety. Older children are taught about safety outside as they are encouraged not to use their scooters on the school run because of the possible danger.

The childminder helps prepare all children for the move between home and the childminding setting because she works closely with parents to ensure children settle well. For example, the childminder has flexible settling-in times and parents complete a very informative 'all about me and my family' information sheet. The childminder develops good relationships with children and provides a warm and welcoming environment where they feel secure.

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

The childminder fulfils her responsibility in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. Children are cared for in a safe and secure environment. The childminder demonstrates a clear understanding of what to do should she have any concerns about children in her care. She has recently updated her safeguarding policy, which she shares with the parents. This ensures parents understand how the provision operates and the childminder's responsibility regarding children's welfare and safety. The childminder maintains a record of visitors to the setting and she makes sure that children are always under her direct supervision and care to ensure their safety. Risk assessments are completed for the home, garden and outings. The use of safety equipment around the home also helps to minimise potential risks to children. All of the required documents are in place, including parental consents and children's hours of attendance are recorded. This ensures children's welfare and well-being is secure.

The childminder effectively observes, assesses and monitors each child's learning and development, which helps children to make good progress in their learning. Good partnership working with parents enables them to understand the Early Years Foundation Stage, which means that children's care is consistent and parents are involved in their child's learning. Parent's feedback is obtained through regular discussions and a daily diary, which means that parents have information about children's daily care and progress. Parents express their satisfaction with the care their children receive at the setting. They state that children are happy, settled and that they are happy with the service provided. The childminder is aware of the benefits of sharing information with other providers and is

used to working in partnership with others. However, she has not fully explored links with others involved in the children's education. This means that there is not always a shared approach to children's learning.

The childminder is committed to improving and building on her practice. She has recently adopted systems to evaluate her provision. She reflects upon her practice using the Ofsted self-evaluation tool. She makes effective use of knowledge gained through discussions with other childminder's and her local authority advisory team to further promote positive outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY427265
Local authority	Waltham Forest
Inspection number	761625
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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