

## Inspection date

Previous inspection date

22/11/2012

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 benefit from the interesting range of activities that provide them with positive images of all children and people in their community and the wider world.
- The childminder collects useful information about children's starting points that help her plan for the next steps in their development.
- The childminder maintains effective communication with parents using daily discussions and a daily diary to ensure they are well informed about children's progress in her care.
- The childminder provides a variety of activities based on children's individual interests, which help them to make progress in all areas of learning.

### It is not yet outstanding because

- There are too few natural materials to help children experiment through sensory exploration.
- Opportunities for working in partnership with other providers of the Early Years Foundation Stage are not fully developed to complement learning in the settings where children spend more time.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 the minded child in the living room.
- The inspector viewed policies, procedures and information on the minded children.
- The inspector discussed children's individual progress with the childminder.
- The inspector read the childminder's self-evaluation document.
- Safeguarding/child protection discussed with the childminder.

## Inspector

Liz Corr

## Full Report

### Information about the setting

The childminder has been registered since 2011. She lives with her partner and two children. The family live in a maisonette in a house in the Upper Holloway area of the London Borough of Islington. The home is accessed from ground level by a flight of stairs. Children have access to the living room, kitchen, bathroom and 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. The childminder is currently minding two children in the early years age group. The childminder is registered to work with one

assistant. The childminder is a member of her local childminding network.

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

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

- support children's ability to explore and experiment with a range of media through sensory exploration indoors.
- improve engagement with other providers of the Early Years Foundation Stage in order to determine the type of support that can be offered to complement children's learning and development .

### **Inspection judgements**

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

The childminder has an effective knowledge of the seven areas of learning and provides a variety of activities and experiences to meet children's individual stages of development. During the settling-in period, the childminder talks to parents about their child's starting points and their individual interests. She uses this information to plan activities to support their learning and plan for the next stages in their development. Children are able to play imaginatively as the childminder has a good range of resources that provide them with opportunities to pretend. For example, they happily play in the well-equipped home corner and enjoy using the shopping trolleys as they pretend to go shopping. The childminder supports children's communication and language skills and as a result, they are making good progress towards the early learning goals. She has a well-resourced book area and all children enjoy opportunities for sharing books. During imaginative play, the childminder introduces the children to new words and explanations about the different items in the toy doctor's bag. Furthermore, her interest in their play supports their enjoyment and learning. For example, they learn that the stethoscope is used by the doctor to listen to their heartbeat.

Babies sit comfortably on the childminder's lap as she shares picture books with them. They become fully engaged in a book about babies from around the world. The childminder speaks softly to them explaining where each baby is from. They gaze intently at her while she talks to them also taking interest in the pictures on each page. Older children participate well during singing and action rhyme sessions. Babies enjoy these sessions too as they join in by moving their bodies to the music. Furthermore, the childminder has asked parents to provide her with appropriate information for children

learning English as an additional language. She plans to support them by providing opportunities to use their home language during their play and learning. The childminder supports children's physical development. For example, babies sit comfortably with space to practice moving, rolling, stretching and exploring safely. They are encouraged to reach out for their favourite toys that play music or light up and are making good progress in their physical development. Children are learning about the world as the childminder supports children's awareness of features in their natural environment. For example, they take part in activities to learn about the seasons. They recently collected leaves in the park for an autumn theme and used them to make a collage. They have enjoyable opportunities to learn about the weather and days of the week using a child friendly calendar each day. The childminder provides children with stimulating opportunities to celebrate their backgrounds and to learn about the wider world. For example, children make flags representing the countries their families are from. They also took part in an activity to celebrate foods from different countries during Black History Month. Photographs demonstrate the wide selection of interesting foods children enjoyed. Furthermore, the childminder has increased her selection of toys and equipment that reflect the children's backgrounds and those of the wider world. This helps to strengthen the positive impressions children have of their own backgrounds and those of others in the community.

The childminder is effectively using resources such as Development Matters to recognise children's stages of development. She plans individual experiences to help them to make progress. She provides parents with regular feedback about their child's progress and interests. Furthermore, she encourages parents to share their observations of children's progress at home. As a result, both parties are well informed of children's development. The childminder has an appropriate knowledge of how to implement the progress checks at age two years. She plans to increase her knowledge by completing training in this area. The childminder understands her responsibility for sharing concerns with parents and working in partnership with other services to support children's development.

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

The childminder supports children's emotional security by providing a suitable settling-in period. Parents share useful information about children's individual needs, which helps her to get to know each child well. For example, how individual children including babies like to be soothed before they sleep or when they are upset. Furthermore, children are making secure relationships with each other and the childminders family, which help them develop a sense of belonging here.

Children learn to behave well as the childminder reminds older children of the house rules and encourages their good behaviour by praising and encouraging them. This helps them to develop good self-esteem. The childminder knows the children well and as a result she is able to attend to their needs when they are upset which promotes their sense of well-being in her care. Babies and young children are able to develop independence and knowledge of self-care through daily routines. For example, older children are able to wash their hands and use the toilet using a step. Furthermore, they make choices from

the good selection of toys and equipment, which increases their feeling of independence. The childminder has an effective understanding of how to keep children safe. She completes daily checks of her home and of outings to ensure hazards are removed, as part of her risk assessments. Children are learning how to keep safe in an emergency as they practice the emergency evacuation procedure regularly with the childminder. Children are encouraged to develop healthy lifestyles. For example, the childminder works in partnership with parents to provide healthy foods. She provides healthy snacks and cooked meals introducing children to, and encouraging them to eat, vegetables and fruits. Furthermore, children have fresh drinking water when they are thirsty.

Children play in a welcoming environment with examples of their artwork displayed around the home. The play with a stimulating range of toys and equipment. However, there are fewer opportunities for babies and younger children to experiment with a range of natural toys and equipment.

Children have good opportunities to socialise and learn new skills during the regular sessions at local drop-in groups. For example, they learn new songs and have a wider range of toys and equipment to choose from. The childminder has an effective understanding of how to support children through transition periods. For example, when they are moving on to school she prepares them through discussions about what to expect and who will be looking after them.

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

The childminder has a clear understanding of her responsibilities in meeting both the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. The childminder has developed useful policies and procedures, which are shared with parents so they are fully aware of her responsibilities as a childminder. She has an effective understanding of how to recognise and report concerns relating to child abuse. She has also identified this as an area she will continue to develop her knowledge in as part of her self-evaluation system. The childminder has completed an on line self-evaluation form and has identified areas that are working well in her service and areas she wishes to continue to develop. She has highly effective support systems through her local authority early years service and through her local childminding network. Consequently, she is able to regularly update her knowledge through training courses and receives effective advice from her childminding coordinator. The childminder has made positive changes to her service since she was registered. For example, she has extended her supply of toys and equipment to provide children with more choices and equipment that reflects their individual interests. Consequently, this improves the outcomes for the children in her care.

The childminder has effective partnerships with parents, which promote children's well-being. Secure two-way communication is shared between the childminder and parents so they are both updated of children's daily progress. The childminder keeps a daily diary for young children recording what they have achieved each day and details of their care

routines. The childminder shares general information with other settings children attend. However, she has not developed secure partnerships with other providers of the Early Years Foundation Stage to complement children's learning and provide consistent care.

### 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 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.   |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY417812       |
| <b>Local authority</b>             | Islington      |
| <b>Inspection number</b>           | 741137         |
| <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> | Not applicable |
| <b>Telephone number</b>            |                |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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 that are usually their 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.



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](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

