

Inspection date	20/11/2012
Previous inspection date	23/04/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 works hard to continually improve her practice. Since her previous inspection she has attended numerous training courses.
- The childminder is adept at engaging with children thereby promoting their learning effectively through play.
- Children enjoy a broad range of activities which provide opportunities for them to practise and develop new skills.
- Children feel secure and well looked after because the childminder is attentive to their individual care needs.

It is not yet outstanding because

- Parents are not fully involved in contributing to the assessment process by adding their own comments and observations.

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 children during free play and adult-led activities.
- The inspector viewed the childminder's documentation.
- The inspector talked with the childminder.
- The inspector took into account the views of parents.

Inspector

Jill Nugent

Full Report

Information about the setting

The childminder registered in 2009. She lives with her husband, mother-in-law and two children, aged four and five, in a house in Stoke Newington in the London Borough of Hackney. Her mother-in-law is registered as her assistant. Access to the house is via a short set of steps from the adjacent footpath. Children have the use of two rooms on the first floor and a secure outdoor play area. Access to the first floor is via an internal staircase with two flights of stairs. The family has a pet cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently she has two children on roll, both of whom are in the early years age

group.

What the setting needs to do to improve further

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

- encourage parents to regularly contribute to their child's learning and development record.

Inspection judgements

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

The childminder encourages children to engage in active learning through making their own choices. She is fully aware of the need for very young children to have sufficient time and space, to explore and she facilitates this effectively. Children relish the opportunities to take part in free play and exploration. They like to search through boxes of toys, using their different senses to investigate each one. For example, they show much interest in a box of sound-making toys, trying to work out how to create the different sounds. The childminder enthuses children through her involvement and interaction in their play. She is adept at moving between children, talking with them to enhance each play experience and quickly following them as they change direction. As a result children are able to go where their curiosity leads and learn more as they experience different play situations.

The childminder maintains good eye contact with children. She speaks very clearly to children and makes good use of her own linguistic abilities to support children who speak additional languages. She is exemplary in her use of sounds and actions to elicit a response from children, for example, using the word 'up' repeatedly while holding up a basket to encourage a child to reach out. Children respond to her with smiles, sounds and laughter as they enjoy the different experiences. All children make good progress in their acquisition of skills within the prime areas of learning. The childminder plans focused activities to challenge children and offer new experiences, such as a tray of shaving foam or pot of modelling dough to investigate.

The childminder supports children well in other specific areas of learning. She increases children's awareness of number, shape and pattern through talk so that they develop skills to enable them to achieve in mathematics. Children have good opportunities to explore different materials and tools creatively, such as chalk and paint. The childminder takes children to play groups at a children's centre so that they participate in alternative learning experiences with other children. She continually notes observations of children's learning, putting these into journals and adding photographs. These offer parents an interesting and useful record of their children's learning over time. However, parents are not fully

involved in contributing to this process by adding their own comments and observations. Children are prepared well for school or the next stage in their learning.

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

The childminder's cheerful and friendly nature helps children to feel at home in her care. Very young children quickly develop a close relationship with her and consequently gain a sense of security. They respond with interest to her voice and copy her ideas as she demonstrates different ways to use toys. She makes sure that she is always at their level and they often have fun, for example, pretending to chase or playing 'boo'. They learn to be more independent through having good opportunities to choose and experiment. Their self-esteem is boosted as the childminder praises them for their achievements. As a result they become confident explorers and develop an excellent attitude towards learning, always keen to try new things.

The childminder encourages children to adopt healthy lifestyles. She provides a variety of healthy and nutritious meals. Children are well supported in becoming independent eaters as they explore foods on a plate while being fed from a bowl. Consequently they enjoy their meals and are more willing to try new or different foods. Children have daily opportunities to play outdoors in the back yard so that they benefit from exercise in the fresh air. The childminder also takes them to local parks where they have the opportunity to move around in bigger spaces and use large equipment. She prioritises cleanliness within her home and encourages children to adopt good hygiene practices, such as hand washing.

Children feel safe because the childminder prioritises safety whilst allowing children to assess risks for themselves. For instance, she makes sure she is on hand to offer cuddles to very young children while older children wander freely around the rooms, knowing that she is there when they want to 'check in' again. She is consistent in her management of behaviour and uses effective methods, such as distraction, to encourage harmonious play. She takes opportunities to encourage children to share and take turns during play, for example, organising turn-taking with a ball chute that children choose to explore. She is attentive to children's care needs, maintaining a flexible approach within a daily routine so that children do not become uncomfortable or overtired. As a result children are content in her care.

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

The childminder is very well organised and her daily routine runs smoothly for children in her care. She has effective policies and procedures in place to promote the safeguarding of all children. Her risk assessments are rigorous. They cover all aspects of her home and any outings that children take part in. She practices her evacuation plan with children and these are all clearly logged. She ensures that the rooms used for childminding are safe, clean and tidy. Children are always well supervised when using the staircase. She has attended training in safeguarding and has a good knowledge and understanding of the procedures for child protection.

The childminder makes good use of the two rooms used by children to offer easy access to a variety of play resources and uncluttered space to enjoy movement or take part in group activities. She has attended training in implementing the revised Early Years Foundation Stage. She is aware of the needs of children of different ages and abilities, for example, at present she is concentrating on supporting the very young children in her care by focusing on the three prime areas of learning. She has a variety of resources that help her to support older children in acquiring key skills in literacy and mathematics so that they are ready for school. She uses an excellent system of observational assessment to work out children's stages of development. She has effective planning systems in place although her future plans are sometimes rather general and not always specific enough to each child

The childminder recognises the importance of working in partnership with parents and other professionals if necessary. She liaises closely with parents to settle new children happily into her care. Parents are asked to complete an information form about their children so that she is made aware of each child's stage of development when coming into her care. She keeps parents up to date with each day's events through the use of written diaries. In addition she shares children's learning journals to encourage parents' involvement in their children's learning. However, they are not fully involved in contributing to these records Parents comment in writing concerning their overall satisfaction with the care provided by the childminder. They especially appreciate her flexibility and the opportunities she offers for conversation.

The childminder actively reflects on her practice by completing, and reviewing, a self-evaluation form each year. In this way she is able to highlight aspects of her practice for further development. She makes the most of opportunities to attend further training and has attended many courses to help her support children in different learning areas. In particular her training in promoting talk and communication has been useful for her work with very young children. She has also learnt how to carry out the progress checks for two-year-olds. She is very well supported by her early years coordinator and is keen to maintain a high quality provision for children.

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
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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

Unique reference number	EY394629
Local authority	Hackney
Inspection number	892391
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2

Name of provider**Date of previous inspection**

23/04/2010

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 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.

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