

<b>Inspection date</b>	14/12/2012
Previous inspection date	23/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children feel safe and secure with the childminder who provides a caring and loving home environment where children have familiar routines.
- The childminder offers interesting activities, which support children in learning new things and helps them to make as much progress as they can.
- The childminder supports children in developing an understanding of good personal skills and an awareness of leading a healthy lifestyle.
- The childminder supports children's individual needs very well by working in partnership with parents finding out about their individual needs and requirements.

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

- Opportunities to develop older children's independence skills are not fully explored.

## 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 had discussions with the childminder throughout the visit. Safeguarding was discussed with the childminder.
- The inspector spoke with available parents and read letters that other parents had left with the childminder.
- The inspector sampled children's information and development records.

## Inspector

Clair Stockings

## Full Report

### Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife and two children, aged 10 and four, in a house in Bounds Green in the London Borough of Haringey. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. He is registered to work from two addresses. He works with two other registered childminders and three assistants.

The childminder attends a toddler group and visits the local shops and park on a regular

basis. He collects children from the local schools and pre-schools.

There are currently 24 children on roll, of whom, 22 are in the early years age group and attend for a variety of sessions. The childminder supports a number of children who speak English as an additional language and special educational needs and/or disabilities. He operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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

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

- develop older children's growing independence by; providing opportunities for them to pour their own drinks and help prepare food for snack time

### **Inspection judgements**

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

The childminder provides a happy, welcoming environment in which children's welfare is promoted successfully. All children make good progress towards the early learning goals given their individual starting points. The childminder has a good understanding of the learning and development requirements. He completes accurate observations and assessments of children and provides play and activities that are relevant to their ability and interests to successfully promote their learning. The childminder's planning covers all aspects of learning, giving particular attention to the prime areas of learning for younger children. The childminder has an effective knowledge of how to implement the two-year progress check for children and shares this effectively with parents.

The childminder develops children's language skills successfully. He extends children's vocabularies by describing what children do. Children using play dough are encouraged to 'push hard' when using moulds, the childminder demonstrates precisely what this means so that all children, including the youngest, can understand and copy. Children hear words such as 'rolling-pin' and 'squidgy' and exclaim in wonder when they create different shapes in the dough, showing their enthusiasm for learning. The childminder uses correct grammar when speaking to children, providing a good role model for children's developing speech. Children play outside on a daily basis and the outdoor area promotes children's development across all areas of learning. Children choose from an exciting range of play equipment, including a climbing frame and wheeled toys. They have opportunity to practise their early writing skills outdoors as they use chalk to make marks on the

blackboard. Children delight as they help the childminder to place breadcrumbs on the bird feeder. The childminder extends their learning effectively as he encourages them to anticipate the types of bird that they may attract. All-weather playsuits and a canopy providing cover against the rain allow access to the outdoors in all weathers. The childminder and his assistants are on hand to monitor safety and offer children support.

The childminder works effectively in partnership with parents to support children's individual needs. He finds out as much as he can about young babies before they join the setting, with lots of settling in visits so the child becomes familiar with the childminder and the home environment. He shares regular information with parents about their child's learning and well-being.

Children make choices as they decide what they want to play with. Resources and activities are easily accessible and children confidently explore their surroundings to initiate their own learning. Children regularly go outdoors where there are further learning opportunities as the childminder recognises that each child has their own preferred learning style. As a result, all children's development is well supported and provides a solid base for future progress and learning experiences as they move through the education system into school.

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

The childminder supports children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Nutritious snacks and meals, which include fruit and vegetables are provided and children's individual dietary requirements are met. Children sit sociably at the dining table for snack, carefully supervised by the childminder. However, opportunities to encourage older children to learn independence skills by helping to prepare the food at snack time are not explored. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Children benefit from regular fresh air and exercise during outdoor play. Children learn about safety through regular fire evacuation practice. These measures mean children enjoy their time with the childminder and his co-childminder and have some emerging skills to underpin their eventual move to other early years settings.

Children feel comfortable and secure with the childminder and his co-childminder. They demonstrate they are happy in his care as they easily approach him for support. They behave well as they receive clear guidance about the boundaries at the setting. Young children are developing positive relationships with their peers and are learning to share and take turns. The childminder skilfully supports this by intervening to help children solve their difficulties when it comes to sharing popular resources. Consequently, children learn the skills required to play co-operatively together. Children receive regular praise and encouragement, which effectively builds their confidence and self-esteem. They smile and are proud of their achievements. Consistent routines help young children to feel secure and develop a strong sense of security and confidence in the childminder's care.

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

The childminder demonstrates a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. He has developed policies and procedures to follow which underpin his service and help ensure the well-being of the children. The childminder shares these with parents so that they understand his responsibilities. He has a clear understanding of safeguarding issues and knows how to report any concerns about a child's welfare to the appropriate agencies. Children are protected in the event of having an accident or being ill because the childminder has a current first aid certificate. The childminder has a good knowledge of the Early Years Foundation Stage requirements and understands how to meet the individual learning and development needs of all children in his care. He has a good awareness of his responsibility for working in partnership with other services and agencies to support children's development.

The childminder forms very effective partnerships with parents. He obtains information about children's needs, preferences and routines before joining the setting to inform him planning and help meet their needs. Parents comment that they are very pleased with the care provided, saying, 'It's like home from home'. They also state they would highly recommend the setting to others. These strong partnerships with parents support children's individual needs well.

The childminder is enthusiastic and motivated to improving his service. He appraises his practice through self-evaluation jointly with his co-childminder. The childminder is keen to keep himself informed and attends a wide range of relevant training courses.

**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**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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>	EY418762
<b>Local authority</b>	Haringey
<b>Inspection number</b>	894414
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	18
<b>Number of children on roll</b>	24
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/05/2011

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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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