

Inspection date	08/01/2013
Previous inspection date	27/07/2009

The quality and standards of the early years provision	This inspection:	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

- Children enjoy a welcoming, well-resourced and supportive environment, which has a consistent focus on individual children and family needs.
- Children settle well and form secure emotional attachments with the childminder. She is attentive and caring and knows the children in her care well.
- Children talk regularly and confidently with the childminder. They enjoy favourite books, songs and rhymes together.
- Children feel safe and secure with the childminder, who provides a caring and loving home environment where children have familiar routines.

It is not yet outstanding because

- The arrangements for recording children's development and self-evaluation do not fully include contributions from parents to improve the provision further.

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 children's play indoors in the main playroom.
- The inspector had discussions with the childminder.
- The inspector sampled documentation including records for children's progress and development, safeguarding, suitability and policies and procedures.
- The inspector took account of parents written statements.

Inspector

Catherine Greene

Full Report

Information about the setting

The childminder registered in 1997. She lives with her adult son in Hampstead, within the London Borough of Camden. The family has two dogs. The whole ground floor of the house is used for childminding purposes and there is a fully enclosed garden. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has one child in the early years age group on roll.

What the setting needs to do to improve further

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

- develop the assessment systems further so that parents can contribute to their child's individual learning and development record and assist in identifying areas for future improvement.

Inspection judgements

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

Children are making good progress in their learning and development. The childminder provides a welcoming and inclusive environment. Systems to monitor children's progress are developing and becoming more effective in helping children to develop further skills. Through discussion with parents and observation of children, the childminder knows about children's starting points. She is beginning to build a profile so she can track and record children's progress. The next steps in each child's learning form the basis of the planning of activities to enable continuous progression.

The childminder works closely with other registered childminders at the playgroups she attends to support children's learning. Children play confidently and have plenty of opportunities to develop their communication and social skills. The childminder is very knowledgeable about how to interact with and question children to make them think and extend their learning further.

Children are encouraged to look at and enjoy books, as the childminder gains their interest, linking books to their real experiences. She talks to children about the noises and sounds animals make as they attempt to imitate them. This generates praise and appreciation from the childminder. She continually boosts children's self-esteem and sense of achievement so that they enjoy learning and are keen and confident to explore. Children can select a variety of toys and resources from the low-level storage. They sit with the childminder to complete puzzles, communicating effectively to show her which pieces fit in the correct place, using their skills with accuracy.

Children are animated as they talk to the childminder. She interacts sensitively with them at their level, asking meaningful open questions to skilfully challenge and extend their learning. The childminder shows children how to pronounce some words by responding and repeating what they say in the correct way. She listens carefully to what children say ensuring children feel valued boosting their self-esteem and confidence.

Children are encouraged to think, explore and make choices about what they want to play with by the childminder, who stays close, offering encouragement during play. They begin to develop their imaginations and play with a range of programmable toys and construction materials, developing skills for the future. Children use play equipment with confidence as they begin to set up imaginary games with the home corner resources. They recreate familiar experiences imaginatively as they play with the tea set and make tea for the childminder. Good behaviour is encouraged and supported. Children respond well to reminders of safety rules, such as not to step on the toys, as they negotiate their way around the room.

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

The childminder supports children's overall well being by giving them her undivided attention. As a result, children are confident, learn good social skills and develop their independence. She has the skill to make learning fun and stimulating through good humour and by following the interests of the children.

The childminder provides a warm and friendly environment where all children feel welcome and develop a sense of belonging. Arrangements for settling in new children effectively mean that children feel secure and happy. The childminder is a good role model and offers praise and encouragement to help further develop children's self-esteem. She listens carefully to children and is responsive to them. She provides children with consistency and continuity of care, following their home routines and so giving children a strong sense of security and self-confidence.

The childminder gives a high priority to children's safety and well-being. Her home is safe and secure as she undertakes daily checks and regular risk assessments. She is very effective in teaching children about safety. She offers gentle safety reminders to children as they play, developing their understanding of how to keep themselves and others safe. These measures mean children enjoy their time with the childminder and have some emerging skills to support their eventual move to other settings.

The childminder maintains a healthy environment through effective cleaning and hygiene routines. She works closely with parents to accommodate children's individual dietary needs. Parents provide healthy meals, which their children really enjoy. Children benefit from the fresh air, exercise and opportunities to develop physical skills provided when playing in the garden, and when visiting the playgroup and parks nearby.

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

The childminder has a secure knowledge of the procedure to follow to report any concerns about a child's welfare. Since the last inspection, she has updated her knowledge of child protection and risk assessment procedures and has attended training in first aid. The

childminder supervises children well. She has a fire evacuation procedure that she carries out with children.

The childminder has a good awareness of her responsibility for working in partnership with other services and agencies to support children's development. She has established good relationships with parents and children. Her reassuring, supportive approach helps to promote an inclusive atmosphere where children feel valued. Daily discussions and a two way sharing of information means the childminder knows children well and ensures continuity of care and learning. Parents make many positive comments in their reference letters. One parent writes, 'the childminder has taken a personal interest in my child's development and encouraged her to get into a routine. She has always kept me updated in how my child is getting along and she plans a great schedule of activities and outings'. Parents state they would highly recommend the childminder to others.

The childminder is knowledgeable about promoting an inclusive environment for all children. There are positive images and dual-language books and posters displayed. The childminder is aware of the benefits of working in partnership with the local authority and other local registered childminders to support continuous development. She has recently introduced written observations of children's development using Development Matters guidance. The written observations and photographs of children at play are contained in individual profiles for each child. Parents' continuing involvement is strongly encouraged, and they contribute suggestions for activities and areas of their children's development. However, this information is not yet contained in the learning records to support planning for children's next steps.

The childminder is committed to improving her service. She has addressed actions and recommendations from the previous inspection successfully. She is able to identify areas of strength as well as areas that she would like to develop further. However, there is scope to extend self-evaluation to incorporate the views of parents to assist in identifying areas for further improvement to the provision for children. As the childminder is mainly caring for younger children and babies, she is continually reflecting on the environment, improving resources and safety for children. The childminder demonstrates commitment to driving improvement she has developed systems for support and guidance, including other registered childminders and the local authority advisors.

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

Unique reference number	137433
Local authority	Camden
Inspection number	813902

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	1
Name of provider	
Date of previous inspection	27/07/2009
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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