

Inspection date	22/01/2013
Previous inspection date	09/12/2008

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's welfare is promoted extremely well; in particular, children enjoy a very healthy diet which promotes their awareness of the importance of healthy eating.
- Children have a strong sense of belonging; they feel valued and develop close relationships with the childminder and her co-childminder.
- The childminder works in partnership with parents and other professionals to continually improve the outcomes for children.
- The childminder's documentation is easily accessible and reader-friendly. Her paperwork provides a good framework for her practice.

It is not yet outstanding because

- Adults do not all interact consistently with children to extend their learning and development during activities.

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 compulsory part 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 group activities.
- The inspector viewed the childminders' documentation.
- The inspector talked with both childminders.
- The inspector took parents' views into account.

Inspector

Jill Nugent

Full Report

Information about the setting

The childminder registered in 2006. She works with her daughter, who is also a registered childminder, at her flat in Tottenham in the London Borough of Haringey. Her daughter's husband and two children also live in the flat, which is situated on the ground floor. Children have the use of a large play room and a small quiet room. They have access to a secure garden for outdoor play. The childminder is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register. The childminders work together as a team and employ an assistant. Currently there are seven children on roll. Of these, six children 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:

- ensure ensure all adults all adults interact consistently with children when supporting their learning and development.

Inspection judgements

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

Children benefit from the teamwork of the childminder and her co-childminder, who offer an especially welcoming and comfortable setting. The childminder stimulates children's interest in learning through a mix of free-choice play activities and organised group times. She helps children to settle on arrival each day by organising story and singing times. This assists children to develop a sense of belonging and to gain self-confidence. She enhances children's free play by joining in and offering support, for example when young children explore sound-making toys. Children delight in finding different ways to create sounds and music. The childminder is very much aware of children's different developmental needs. She adopts a sensitive approach when necessary, for example when young children tentatively explore messy materials. She engages older children in one-to-one learning sessions to help extend their learning in the key areas of literacy and mathematics in readiness for going to school.

The childminder assesses children's progress over time by collecting photographs and annotating them to explain what children did and learnt. These provide a valuable visual record of children's progress for parents. Recently, the childminder has introduced a more effective system of recording observations, which enable her to work out the next steps of learning for individual children. In this way she can keep parents informed about her specific targets for children and encourage them to support children's new learning at home. She is enthusiastic in her approach with the older children as she organises games and activities to help them develop skills for the future. For example, children learn about the shapes and sounds of letters of the alphabet or to sort coloured blocks and create patterns. They enjoy lively conversation with the childminder and she encourages them to use language in different ways as they complete their tasks.

The childminder follows up children's own interests to encourage them to explore and

investigate in different situations. For example, children who like to dig are offered a designated digging area and objects to search for as they dig. Children enjoy physical activity in the garden. They especially like the large trampoline and often have fun together playing on it. They learn to move in different ways as they respond spontaneously to music. Children have good opportunities to express their ideas creatively using art materials and sound-makers. They learn about different cultures, for example when dressing up in costumes representing clothes from other countries. Children take part in some activities that help them to learn about the natural world and living things. They have an increasing awareness of the local community and its features.

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

The childminder's particular strength is her ability to promote healthy lifestyles. She spends time preparing wholesome and nutritious meals using a variety of fresh ingredients. Children really enjoy these home-cooked meals and eat very well. They also enjoy the freshly cut fruits that are offered at snack times. The childminder finds out what children like to eat and liaises with parents to adapt her menus accordingly. She makes sure that children have good access to drinking water and can take a rest each day to avoid becoming overtired. She ensures that the areas of the flat used by children are kept clean and tidy. Children are always closely supervised and consequently feel safe in her care.

The childminder has an efficient but flexible approach and this helps the day to run smoothly, promoting a feeling of security amongst the children. Individual children always feel included because the childminder is caring and attentive to their needs. Young children are quickly reassured if they get upset in any way. Older children learn to make their own contribution to the setting, for example by helping to set out cutlery at lunch time. All children are very well behaved. They are aware of the expectations of adults and respond positively to any instructions. They play harmoniously alongside each other, showing an increasing respect for others and their needs.

Children are well settled and happy in the setting. They have plenty of space to move around and choose confidently from the various resources on offer. They learn how to keep themselves and others safe in different play situations. Children especially enjoy the opportunities to join in imaginative role play, for example pretending to wash dolls' clothes in a toy washing machine and then dressing the dolls. They are encouraged to participate in hands-on activities and use their senses to explore and make discoveries. However, although the childminders follow similar approaches when encouraging children to explore and develop their play, this is not the case with all adults present. This means there is some inconsistent practice in promoting children's learning opportunities, and the childminder is aware of this.

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

The childminder works very effectively in partnership with her co-childminder. As a result, children's needs are met well in a relaxed and stimulating environment. There are good procedures in place to promote the safeguarding of children. All adults working in the setting are vetted. The childminder assists in making detailed risk assessments of the premises and reviews these regularly. All the records relating to children's health and safety are well maintained. The childminder has a good knowledge of child protection procedures and keeps her training in safeguarding up to date. She is vigilant about safety; for example, she makes sure that children do not have access to the kitchen while she is cooking. She is also particularly attentive to hygiene and cleanliness, therefore maintaining a healthy environment.

The childminder and her co-childminder take on different tasks according to each other's interests and strengths so that children are well supported throughout the day. The childminder is a qualified chef and uses her specialist knowledge to create interesting menus with a variety of healthy options. She varies these and takes into account children's requests and dietary needs. The childminder also works well on an individual basis with older children, focusing on the key learning areas of literacy and mathematics. She makes good use of her time during the day, taking opportunities to play with children whenever possible. She and her co-childminder have developed efficient systems to support children in their learning and development. However, they do not always use their assistant as effectively as possible so that children can make the most of the different learning areas in the setting.

Parents receive an attractive brochure containing information about the provision. There is a particular emphasis on keeping children safe, and the childminder reinforces this through displaying notices about safety procedures around the setting. The childminder ensures that parents are well informed about the Early Years Foundation Stage and the different learning areas. The childminder exchanges information with parents daily by means of a written diary. She provides opportunities for parents to read their children's learning journey files and to talk about their progress. She is keen to encourage parents' involvement in their children's learning and has recently introduced a system for parents to provide written information about their children's weekends. The childminder is aware of the importance of working with other professionals to maintain continuity of care for children. She has established links with a local children's centre and is able to exchange information with teachers in schools when picking up children.

The childminder takes time to reflect on her practice so that she can highlight areas for further development. She seeks the views of parents and older children in order to maintain the quality of care on offer. She regularly reviews and updates her self-evaluation form. This helps her to set targets for herself in relation to further training opportunities. She and her co-childminder organise regular staff meetings with their assistant. These provide good opportunities to review children's progress and to talk about their own practice. They receive advice and support from an early years professional

based in the children's centre. This has helped them to improve their paperwork, systems and procedures since their previous inspections. The childminder is always looking for ways to develop her own childcare practice, for example by reviewing routines with a view to a better sharing of necessary tasks.

The Childcare Register

The requirements for the compulsory 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	EY341042
Local authority	Haringey
Inspection number	815235
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	9
Number of children on roll	7
Name of provider	
Date of previous inspection	09/12/2008
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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