

<b>Inspection date</b>	04/03/2013
Previous inspection date	21/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		4
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The effectiveness of the leadership and management of the early years provision		4

## **The quality and standards of the early years provision**

### **This provision is inadequate**

- The childminder has a poor understanding of the Early Years Foundation Stage learning and developments requirements and does not provide suitable play experiences based on children's individual needs.
- The childminder does not use observations effectively to support and build on children's progress.
- The childminder lacks awareness of how to work in partnership with parents to develop children's independence with their overall self-help skills to ensure children's readiness for school.
- The childminder has not completed the two-year-old assessment check as required.
- A system of self-evaluation has not been established to identify strengths of the setting and set challenging targets for improvement.

### **It has the following strengths**

- Children are kept safe and secure because the childminder has a sound understanding of safeguarding. She ensures her home is safe for children and that they are safe when out of the home.
- The childminder provides opportunities for children to mix and socialise with their peers and experience other types of activities as she visits a drop-in nursery group every day

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 made observations with the childminder and the minded children present in the lounge.
- The inspector spoke with the childminder at appropriate times throughout the inspection about the systems she has in place for observation, assessment and planning.
- The inspector sampled documentation the childminder uses to support her practices.
- The inspector discussed the process of self-evaluation with the childminder .

## Inspector

Jennifer Devine

## **Full Report**

### **Information about the setting**

The childminder registered since 1994. She lives with her husband in a ground floor flat, in Hornsey, within the London Borough of Haringey. The lounge is the main area used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is currently one child in the early years age range on roll. The childminder cares for children learning English as an additional language.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop a secure knowledge and understanding of the learning and development requirements to provide a secure foundation for learning opportunities which are planned around the needs and interests of individual children and are assessed and reviewed regularly
- gain skills and knowledge of how to observe children to understand their levels of achievements, interests and learning styles and use these to shape learning experiences for each child. Use these observations to review children's progress when they are aged between two and three years and provide parents with a short written summary of their child's development
- improve partnerships with parents to share information and to support children's learning and developmental needs and progress, both in the setting and at home.

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

- support children in their communication and speaking skills by helping children to expand on what they say, introducing and reinforcing the use of more complex sentences
- support children's engagement and motivation by providing stimulating, age appropriate resources which are accessible and open ended so they can be used, moved and combined in a variety of ways
- support children in exploring and using media by providing resources for mixing colours, joining things together and combining materials
- develop a rigorous system for self-evaluation to identify strengths and areas to further develop.

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

The childminder has a poor understanding of the Early Years Foundation Stage learning and development requirements. She is not familiar with the prime and specific areas of

learning and has weak methods in place for observing children's development. Therefore, the childminder is unable to plan effective experiences to support children's individual needs and interests. This results in children making insufficient progress and not gaining the key skills to support them for future schooling.

Although the childminder generally provides activities to engage children, they are not planned with any purpose or thinking about how to extend children's learning. Children enjoy looking at picture cards and talk about the pictures while recognising numbers. However, the childminder lacks understanding of how to help children expand on what they say to extend their vocabulary and sentences further. Children show interest in board games and sit for some time moving chess pieces across the board. However, this board game is too advanced and there is lack of age appropriate games to enable children to fully interact and achieve realistic targets.

Children enjoy daily opportunities to go outdoors and visit a local nursery drop-in group, where they can develop their social skills as they meet other children and experience different activities. They are able to access the outdoors at this group where they enjoy energetic physical play and fresh air.

The childminder provides verbal feedback and a daily diary to keep parents informed about their child's day. Parental comments in the form of letters indicate they are satisfied with the childminder's provision. Although relationships are sound, the childminder does not provide sufficient information to parents on their children's development to enable them to discuss ways of helping children make progress, particularly in how to support their independence skills and be ready for school transitions.

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

The childminder provides a calm and secure environment where children are able to feel welcome and comfortable. She has built up sound relationships with the children, having cared for them for some time now. Children enjoy interacting with the childminder and seek her out to join in with their games. They have great fun and lots of giggles when the childminder chases them around the floor with the toy cars. However, the childminder does not set out the home to encourage children's curiosity and desire to explore. A small selection of toys is stored in the corner of the room and children can choose toys as they wish. However, toys and activities do not cover all areas of learning sufficiently. For example, there are very limited resources available to enable children to express themselves using paints or sticking materials.

The childminder meets children's dietary requirements by providing a freshly cooked, balanced meal. They are able to help themselves to a drink of water as required or have a snack of fruit as they wish. However, other strategies for developing children's self-help skills and independence are less well developed. For example, the childminder is not encouraging children's toileting independence.

Risk assessments are used to identify and minimise potential risks to children. The childminder's home is safe and she has a sound awareness of ensuring children are safe when outdoors. For example, she ensures children hold her hands at all times and only let go when in a safe place. Children's behaviour is appropriate for their age and stage of development. The childminder talks calmly to children, teaching them about acceptable boundaries as she gently reminds them to tidy toys up so they do not trip over.

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

The childminder has made significant improvement in her understanding of the Early Years Foundation Stage safeguarding and welfare requirements and has addressed all previous actions from the last inspection. She has developed her understanding of risk assessment, she ensures parents have access to her policies and obtains all required permissions from parents. However, the childminder continues to have an insufficient knowledge and understanding of the learning and development requirements and has found it difficult to embrace changes as she has not sought assistance or training to help improve her knowledge. She is unaware of how to monitor the educational programme to ensure children are provided with a broad range of experiences and lacks awareness of the purpose of observations to identify next steps of learning. Furthermore, the childminder is not aware of providing an assessment to parents on their child's progress at the age of two years and as a result, she has not completed such an assessment for children in this age group, as required.

The childminder demonstrates a satisfactory understanding of the safeguarding procedures to follow if she was concerned about a child.

The childminder is unaware of the benefits of self-evaluation and has no system in place to evaluate her provision. She has made insufficient progress over the past year in developing her knowledge of play and learning and is unaware of the weaknesses identified during the inspection. This demonstrates the childminder lacks the capacity to make improvements to her childminding provision.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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 action. 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>	140228
<b>Local authority</b>	Haringey
<b>Inspection number</b>	783407
<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>	4
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/02/2012
<b>Telephone number</b>	

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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, which are usually the childminder's 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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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