

Inspection date	07/03/2013
Previous inspection date	19/03/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are cared for in a safe and welcoming environment.
- Children have opportunities to gain an understanding of the world through regular outings to the local environment.
- In partnership with parents, children benefit from healthy nutritious food.
- The childminder provides parents with relevant information about their children's welfare and learning.

It is not yet good because

- The learning environment is not organised effectively to enhance children's learning and independence.
- The tracking and planning of activities is weak.
- The assistant lacks knowledge of the learning and development requirements.

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 observed the childminder and her assistant with the children in their care.
- The inspector had discussions with the childminder and assistant during the visit.
- The inspector took account of the views of parents through discussion, documentation and electronic messages.
- The inspector looked at a sample of documentation such as children's learning records and plans, alongside some other paperwork.

Inspector

Helen Steven

Full Report

Information about the setting

The childminder has been registered since July 1995. She lives in a first floor two bedroomed flat in Belsize Park in the London Borough of Camden. The home is accessed by a lift and stairs. The living room is the main area of the home used for minding. Local parks and a communal garden is used for outdoor play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder currently has four children on roll in the early years age range, most of whom attend on a part-time basis. The childminder works with an assistant.

What the setting needs to do to improve further

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

- improve children's learning and development by strengthening how their progress is monitored and activities are planned to meet their individual developmental needs
- provide effective support and coaching for assistants to ensure they are fully competent in the areas of work they undertake and can support and extend children's learning effectively.

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

- review the learning environment, for example, by organising the resources more effectively to enable children to explore and access them with ease.

Inspection judgements

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

Children are safe and secure as they play and learn in the childminder's home. The childminder has a satisfactory understanding of the Early Years Foundation Stage and as a result, children are making suitable progress in their learning and development. The childminder completes observations of the children and considers the next steps in their learning and development. However, the tracking of progress and planning of activities is not fully effective in extending children's individual learning. Furthermore, the learning

intentions of activities are not clear to all adults. The childminder gathers useful information about the children from parents at the start of the childminding arrangement to help children settle. The childminder encourages children to be independent at lunchtime and develop their communication skills, which supports their next stage of learning.

Children share books with the childminder and her assistant and listen to the stories. Children enjoy joining in with familiar action songs, happily clapping and pretending to wind up a bobbin. They develop early writing skills as they use magnetic writing boards to draw using a stylus. The childminder encourages children to count and name colours during play and routines. For example, they count the raisins at snack time. Trips to a local city farm helps children learn about animals and the local environment. Children begin use their imaginations in role play, as they make drinks in the tent set up in the living room. Young children explore sounds as they tap the colourful notes on a toys musical keyboard.

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

Overall children are settled; they feel safe and benefit from a friendly environment. Children enjoy a varied range of activities that support them to develop across all areas of learning. However, the environment is not fully effective in supporting children's learning. It is set out so that children are able to see the varied range of resources that are stored primarily in large clear boxes. However, it is difficult for young children to easily reach toys at the bottom of some of the boxes; as a result it limits the amount of child initiated play.

The childminder provides opportunities for outdoor and physical play encouraging children to adopt a healthy lifestyle. They can use ride on toys in the living room and go on regular walks to local parks and the communal garden. In partnership with parents, the children benefit from eating nutritious snacks and meals. For example, they enjoy brown bread sandwiches and rolls from home, with vegetables and fruit provided by the childminder. Children follow adequate hygiene routines, such as hand washing prior to eating.

Children are aware of the boundaries set by the childminder and are encouraged to develop good manners. The childminder spends time with children who take longer to settle in the morning and is patient in enabling them to feel confident to engage in play.

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

Children are adequately safeguarded because the childminder has a satisfactory understanding of safeguarding issues. She knows the correct procedures to follow should she have concerns about any of the children in her care. The childminder completes risk assessments both inside, and out of the home to make sure hazards to children are minimised. Regular fire drills are carried out to help children learn how to keep themselves safe in an emergency evacuation. Both the childminder and her assistant hold a first aid

certificate and there is a first aid box available. As a result, they are able to treat children appropriately in the event of an accident.

The childminder ensures assistants are checked by Ofsted to determine their suitability. She is aware of her responsibility to ensure that her assistant is competent. The childminder has carried out an induction process and has shared the policies and procedures of the setting with her assistant. The childminder has identified that training would enhance the assistant's knowledge. Although the assistant plays with the children and talks to them in English, she does not have a secure knowledge of the learning intentions of the activities. Her knowledge of the learning and development requirements is weak. Parents are notified in advance if an assistant is left in sole charge and they give written permission for this.

The childminder has attended training to help her monitor her practice and the learning activities she provides, to identify her areas of strength and weakness. This process is in its early stages; nevertheless, she has carried out basic questionnaires to seek the views of parents about her service. By undertaking relevant training courses, the childminder demonstrates her commitment to develop her service.

Overall the childminder develops positive relationships with parents providing them with regular feedback to keep them informed about their child's day. A summary of children's progress at age two has been completed as required and shared with the parents. The system enables parents to contribute to their child's learning, as they are able to include their comments in the record. Parents give positive feedback about the childminder; they are happy with the care given to their children and appreciate her hard work. They feel that she provides a secure and flexible service. The childminder demonstrates a secure commitment to work in partnership with other professionals in order to support children's learning and welfare as and when the need arises.

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 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

Unique reference number	102019
Local authority	Camden
Inspection number	905351
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	19/03/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

