

## Inspection date

Previous inspection date

24/04/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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 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

- The childminder has developed positive relationships with children enabling them to feel confident and secure in their environment.
- Children's language and communication skills are promoted well through practical routines.
- Children take part in a range of outings to support their learning and physical skills.
- The childminder works well in partnership with parents to support children's interests.

### It is not yet good because

- The childminder does not maintain a record of medication administered to children and consistently obtain written parental consent.
- The childminder does not consistently encourage children to wash their hands and talk to children about good personal hygiene to support their learning.
- Children do not have access to a range of resources that reflect positive images.

## 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 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 childminder and children during their play.
- The inspector sampled documents including children's development records, policies and procedures.
- The inspector had ongoing discussions with the childminder regarding her practice throughout the inspection.

## Inspector

S Campbell

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and two school aged children within the London Borough of Islington. The childminder's home is on the 17th floor of a block of maisonettes, with lift access. The first floor of the home is used for childminding.

The childminder is currently caring for one child in the early years age group. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder takes children to local community groups. The family have two cats.

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

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

- ensure written parental consent is obtained for administering medication to children for both prescribed and non-prescribed medicine, and keep a written record each time medication is administered

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

- consistently promote health awareness by encouraging children to wash their hands and by talking children about all aspects of hygiene
- provide a range of resources which represents diverse backgrounds and promotes anti-discriminatory practices.

## Inspection judgements

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

The childminder has a good understanding of children's interests to effectively support their learning and development. She obtains useful information from parents about children's individual interests and needs enabling her to build on their experiences and learning. Consequently, she plans a range of purposeful activities, such as singing time, baking activities and providing role play resources to enable children to act out real-life situations in the home. The childminder is clear about how she is moving children on in their next stage of development to effectively support and challenge their learning. The

childminder uses observations and photographs to effectively record how she tracks children's progress. The childminder is aware of the importance of undertaking the two year old progress in partnership with parents to support children's future learning.

Children take part in a range of community groups to enable them to interact and socialise with others. The childminder ensures that children regularly play with special friends to promote their personal, social and emotional development. Children are confident in their environment. They enjoy looking at their scrap books with adults enabling them to exchange information about what they see. Children's language and communication skills are promoted well because the childminder consistently talks to children and ask good open-ended questions to encourage responses. For example, by asking them to say what they are making during play. Children are beginning to use complex words to express their thoughts and experiences because while playing with the tea set they describe it as metal. Children enjoy looking at books independently and with adults. They are familiar with illustrations in books and take pleasure naming various sea life animals. For example, crab, turtle, octopus & jelly fish. Children make early marks while taking part in finger painting and drawing activities. This develops their emerging writing skills.

Throughout the day children randomly count and are learning to count numbers in sequence. They enjoy counting everyday objects, such as building bricks and books. Children make comparisons while playing with building bricks and a toy till. They match colours and say "tick tock". Children benefit from playing with role play toys and taking part in number songs enabling them to use maths in everyday situations. Children observe and learn about some aspects of living things by going on outings to the local city farm. Children's learning is effectively extended by looking at bugs, moss and collecting bark from the environment. Through planned cultural festivals children learn to celebrate and value community events. However, they have access to few resources that reflect positive images to effectively develop their understanding of similarities, differences and the wider community. Children benefit from acting out real life situations while engaging in make-believe play. They spend time imitating mopping and sweeping. Children use a range of materials to promote their sensory skills and learning. Children learn to express while dancing and singing to songs, for example 'Ring-a-Ring of Roses' and 'Old McDonald'.

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

Children have developed secure relationships with childminder. They refer to her as "aunty" demonstrating trusting and caring relationships are built. Children enjoy the company of the childminder's children and listening to stories while playing in the tent. Children's self-care skills are encouraged through everyday routines to support their learning and development. In partnership with parents children's next steps are promoted, such as toilet training. The childminder uses every opportunity as a learning experience and children enjoy playing in the snow and building a snowman with friends. They enjoy spending time sitting in a large cloth box and using a range of movements while taking part in action songs. For example, doing the actions during 'The Wheels on the Bus'. Children go out on regular trips to local parks and use a range of large equipment to promote their physical skills. Children are well behaved and polite. The childminder

demonstrates a sound understanding of managing unwanted behaviour to promote children's understanding of right from wrong.

Children enjoy healthy snacks and benefit from receiving nutritious home cooked meals. This helps children to develop good eating habits. The childminder spends time talking to children about what they will be having for dinner, which initiates interest and discussion from children. Fresh drinking water is readily available throughout the day to enable children to think about their own personal needs. Children have access to a range of resources to support their learning. Toys are stored at children's level to allow them to make choices about their play. The childminder uses her local toys library to support and maintain children's interest and learning.

Children are cared for in a clean and well maintained environment. The childminder follows appropriate hygiene practices to minimise the spread of cross infection, such as ensuring the dining room table is washed with antibacterial spray before mealtimes. However, children are not consistently encouraged to wash their hands, and gain an understanding of why they should do so, to effectively support their understanding of good personal hygiene practices. Children are cared for in a generally safe and secure environment because they learn to take responsibility for keeping themselves safe as they practise fire evacuation procedures. Children learn to keep themselves safe while out on outings because the childminder talks to children about varying aspects of road safety awareness, such as looking for cars and bikes, stopping at the end of the road, look and listen for traffic.

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

The childminder has a sound understanding of the Early Years Foundation Stage and her role in safeguarding children. She demonstrates a secure understanding of safeguarding issues and procedures to promote children's welfare if she has a concern. The childminder has implemented a number of policies and procedures, which guide her practice and are shared with parents. Most documentation is in place and well maintained. Although the childminder obtains verbal permission for the administration of medication she has not maintained a record of medication given to children and have not consistently obtained written parental consent. This impacts on children's safety and is a breach of a legal requirement.

The childminder has completed relevant courses to promote positive outcomes for children. She is committed to attending further courses to support her current knowledge. For example, she has identified that training on safeguarding, food hygiene and the implementation of the two year old progress check will help her develop her practice. There are processes in place for self-evaluation to identify strengths and some areas for improvement. Consequently, the childminder is working towards further developing her observation and assessment skills.

Children are cared for in a generally safe environment because there are appropriate

safety measures in place. The childminder carries out daily risk assessments prior to children's arrival to enable them to play and explore safely. The childminder has established positive relationships with parents. Parents are kept up to date about children's play and progress through the use of a daily activity record, ongoing discussions, the sharing of photos via text messaging and email. The childminder values parent's views and she works in partnership with parents to ensure care routines are consistent.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- keep a record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent.

## 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>	EY451293
<b>Local authority</b>	Islington
<b>Inspection number</b>	890097
<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>	not applicable
<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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