

Inspection date	01/05/2013
Previous inspection date	28/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The childminder enhances children's play through effective interaction. Children make good progress in their learning.
- The childminder encourages children to follow up their own interests. Children become keen and active learners.
- The childminder is particularly skilled at extending children's use of spoken language. Children quickly gain self-confidence in communicating with others.
- Children feel safe and happy in the childminder's care. She makes sure that they are aware of their boundaries and behave appropriately.

It is not yet outstanding because

- The childminder does not plan a wide range of activities that enable children to explore different materials creatively or learn more about the natural world.

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 minded child as they participated in play activities.
- The inspector viewed the childminder's documentation.
- The inspector talked with the childminder.

Inspector

Jill Nugent

Full Report

Information about the setting

The childminder registered in 2002. She is a member of the Professional Association for Childcare and Early Years. She lives with her husband, and two adult children, in a house in Edmonton in the London Borough of Enfield. The whole of the house is used for childminding and there is a secure back garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently she is minding one child 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:

- provide more opportunities for children to learn about the natural environment and to explore a variety of materials in creative activities.

Inspection judgements

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

The childminder promotes children's learning effectively by joining with them in their play and talking to them. She actively engages with children as they follow up their own interests. She enhances children's enjoyment by organising activities that she knows children like, for example, drawing and role play. Children respond with enthusiasm. They develop close relationships with the childminder and chat happily with her. The childminder takes opportunities to extend children's level of communication by introducing new words and concepts, such as the use of 'same' when matching jigsaw pieces together.

The childminder is very aware of children's differing needs. She encourages them to make choices and supports them in these choices. She allows for the fact that children have different levels of concentration by giving them the freedom to move away from, and come back to, a particular chosen activity. In this way children gain more confidence and develop better concentration. A key strength of the childminder is her ability to encourage the acquisition of early literary skills. She speaks clearly so that children learn the correct pronunciation of words. She interacts with children when they draw pictures, making comments and asking questions to elicit a spoken response.

Children copy her words and phrases, learning to use language to describe their pictures. They learn about letters of the alphabet and numbers as they draw the shapes and hear the sounds associated with them. The childminder regularly takes children to the library where they enjoy hearing stories and looking at books. She supports children in the development of numeracy and problem solving skills. Children show much interest in the childminder's collection of jigsaw puzzles. They learn to match, sort and count as she helps them to complete complex puzzles. They develop good manipulative skills through handling and fitting different objects, such as wooden shapes. These activities provide children with good skills for future learning and help to prepare them well for school.

Children begin to learn about technology when playing with toys in role play. For example, the childminder introduces the concept of 'hot and cold' when children pretend to cook meals using a play oven or microwave. She provides opportunities for children to learn about living things when growing plants. Children very much enjoy music and have fun singing and dancing to musical toys. They like to express their own ideas when drawing pictures, for example, as they create pictures of 'monsters'. However, the childminder does not plan a wide range of activities to help children learn more about the natural

environment or to encourage them to explore different materials creatively.

The childminder makes effective use of her observations of children, to assess their progress and to plan well for their future learning. She has a good understanding of the progress check at age two, to make sure that she can identify any gaps in children's learning, and plan to close these gaps. This means that children make good progress in her care.

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

The childminder prioritises the well-being of the children in her care. She supervises children closely and makes them aware of potential dangers so that they learn to keep themselves safe. She makes sure that children are aware of what is expected of them in her home. For example, when children participate in role play the childminder joins in with them, teaching them to use good manners and to share resources. She extends children's ideas and suggests her own, thereby encouraging children to use their imagination in their play.

Children are very happy and behave responsibly. They feel secure because the childminder is always on hand for a cuddle if they feel upset or tired. They are eager to investigate the different resources, for instance searching through a box of play kitchen toys then making use of them in different imaginative situations. They learn about a wider world by exploring their local community or finding out about different cultures. Children benefit from visits to a children's centre where they join in a range of activities and meet other children.

The childminder keeps to a daily routine so that children can eat, drink and sleep at appropriate times. This prevents them from becoming overtired during the day. Children are relaxed and confident. They are keen to learn, for example, asking the names of the different play foods, such as fruit and vegetables. The childminder liaises with parents regarding children's meals so that parents are encouraged to send healthy foods. Children enjoy outdoor play in the garden and trips to the local park. The childminder supports children in their development of physical skills by encouraging them to explore the large play equipment or learn to play football.

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

The childminder is very well organised. She has created a welcoming environment for children where they are encouraged to make independent choices. She has good systems and procedures in place to promote the safeguarding of all children. She carries out risk assessments and regularly reviews these to ensure potential risks continue to be minimised. She has recently updated her training in safeguarding and knows exactly what to do if she has any concerns relating to child protection.

The childminder is vigilant concerning children's safety. She keeps her house tidy and encourages children to clear away after each play activity. She makes good use of the available space in her home. Children enjoy the choice of floor or table play and have special places where they can take a rest. The childminder's garden includes a large area of decking, which provides a safe environment for children to play. She has recently had an extension added to her house to provide extra indoor play space for children.

The childminder is keen to continually develop her childcare practice and makes the most of opportunities to attend training events. Since her previous inspection she has attended numerous courses, including training in special educational needs, creativity and diversity. She regularly reviews her written policies so that parents have up-to-date information about her provision. She meets with other childminders every week and enjoys the opportunity to exchange information and ideas. As a result she maintains a good capacity for continual improvement.

The childminder has developed an effective system of observational assessment. She monitors children's progress closely, recording her observations in printed form so that they can be easily read by parents. She works out the next steps of learning for individual children and shares these with parents. In this way she encourages parents to become involved in their children's learning and to support their children's learning at home. She is aware of the importance of working in partnership with other early years professionals if necessary. She talks with parents about the events of each day when they collect their children. Parents appreciate her feedback and are very pleased with her provision for their children.

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	EY221259
Local authority	Enfield
Inspection number	846947
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	28/04/2009
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, 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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