

Inspection date	16/05/2013
Previous inspection date	28/01/2009

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 supports children's communication and language development very well. She makes good use of resources to engage their interest and support their individual needs.
- The childminder makes effective use of self-evaluation, recognising and evaluating where improvements can be made.
- Children behave well as the childminder promotes positive behaviour consistently and has clear boundaries and a sensitive approach appropriate to children's age and stage of development.
- The childminder uses the local environment to extend the range of experiences and activities for children.

It is not yet outstanding because

- Although children enjoy playing in the garden, this is not organised effectively so that children can participate in activities that cover all areas of learning.
- The childminder does not take all opportunities to support children to develop their independence during meal times.

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 children's activities and the childminder's interaction with them.
- The inspector held discussions with the childminder about her practice.
- The inspector looked at a sample of relevant documentation, including children's records.

Inspector

Yasmine Hurley

Full Report

Information about the setting

The childminder registered in 1989. She lives with her husband in the Muswell Hill area in the London Borough of Haringey. The childminder co-minds with two other childminders from these premises. The house is within walking distance of shops, amenities and public transport. Parts of the premises used for childminding include a large playroom, a kitchen/diner and a bedroom for sleeping. There is an enclosed garden for outside play. Access to the premises is by a separate side entry via a paved path and one step.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 23 children on roll when working with two other childminders. Some children attend on a part-time basis. The childminder supports children with special educational needs and/or disabilities. She takes and collects children from the local schools and takes children to the park and playgroups.

What the setting needs to do to improve further

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

- provide more resources for children to learn outdoors to create further opportunities for mark making and creative activities
- support children's growing independence by making the most of opportunities to involve them in serving their food and drink at mealtimes.

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 how young children learn. She records their progress through clear written observations. The childminder complements these with photographs to capture children's learning opportunities in full. She uses the observations, along with her good knowledge of the seven areas of learning, to plan an individual programme for each child in line with their identified next steps. The childminder fully encourages all parents to contribute towards their children's ongoing assessments and be involved in their children's continuous learning and development. This demonstrates that the childminder has a consistent approach to support continuity in children's learning.

The childminder provides a range of good activities and children make their own decisions about what they would like to play with. They self-select from low-level shelving and the

childminder arranges books and toys so that they are in easy reach for them. This helps children develop their independence. Consequently, they become engaged in a range of stimulating activities and make good progress.

The childminder interacts well with the children during their play asking them relevant questions to make them think. Children's vocabulary is wide and supported by the childminder as she introduces new words throughout their play. Children are interested in books and enjoy story times by cuddling up to the childminder and actively listening to the story. Children are very interested in taking part in singing songs and request their favourite rhymes. They have great fun and there is lots of laughter as they listen and join in with the actions to the songs.

Children enjoy physical activities both indoors and outdoors and in all weathers, benefiting from the fresh air and exercise. Children use a variety of equipment to practise and extend their physical skills, enabling them to be active, climb and balance. Children explore, investigate and develop their knowledge and skills in both indoor and outdoor environments. However, although children enjoy playing in the garden, there are few resources to further support children's development in some areas of learning. For example, there are no resources outdoors to help children, who have active learning styles and like to be outdoors, to develop their mark making and creative skills.

Children gain a good understanding of simple calculations. The childminder uses an abacus to help children to count, add and subtract. Children also enjoy using new mathematical skills such as solving problems, counting and reason, making sound progress in gaining skills for their future lives. For example, children use measuring and calculating, recognise shapes and colours and match puzzles and construction pieces. These learning experiences help children to prepare for starting school.

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

The childminder puts an effective settling-in procedure in place to make the move to the childminding provision as easy as possible for the children. Consequently, children arrive happily and settle quickly in the childminder's home. They show a sense of belonging as they move confidently around the childminder's, clean and well-organised home. Children respond well to the childminder's calm, caring approach and their behaviour is good. The childminder knows the children well and has formed secure relationships with them and their parents.

The childminder promotes children's independence skills generally well. Children choose where to play and select what activities they wish to join in with. However, the childminder does not use all opportunities in the daily routine to support children to develop their independence skills further. For example, children do not always play an active role in serving their own meals and pouring their own drinks.

The childminder implements effective behaviour policies and procedures so that children know what is expected of them. As a consequence, children form positive relationships

with the childminder and her team showing exemplary behaviour and respect towards other children and adults. Children learn how to stay safe as they practice regular evacuation drills so that they learn to leave the premises quickly and in a safe manner. Children benefit from visits to the local fire station and this extends their learning about people who help them in the community.

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

The childminding team manages the setting effectively and has robust policies and procedures in place for safeguarding children. The childminder has a secure understanding of child protection issues and what to do if she has a concern about a child. The childminder and her co-childminders are vigilant in their supervision of children and they conduct effective risk assessments to help them identify potential hazards. The childminder holds a current paediatric first aid certificate, which means that children receive effective care if there is an accident. There is a clear evacuation plan and a wide range of fire safety equipment.

The childminder is enthusiastic and motivated to make improvements to her service. She does this by completing regular self-evaluations to reflect on her practice and to highlight areas for improvement. The childminder is keen to improve her professional knowledge and regularly seeks training and support.

The childminder has good relationships with parents resulting in effective communication and information sharing. For example, she shares information verbally and uses a diary to inform parents of their children's daily care and routines. Parents are very complimentary about her caring approach and say their children are very happy in her care and enjoy their days with her. The childminder works effectively with other settings children attend providing continuity in children's learning and development.

The childminder provides good levels of support for children who have special educational needs and/or disabilities. She works closely in partnership with parents and other specialist providers to provide children and families with the support children need to make good progress in their learning and development.

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	140154
Local authority	Haringey
Inspection number	846533
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	28/01/2009
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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