

<b>Inspection date</b>	16/05/2013
Previous inspection date	28/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 provides children with good levels of support, care and individual attention. As a result children feel safe and secure.
- Children receive nutritious meals and snacks that encourage them to develop healthy eating practices.
- The childminder promotes children's behaviour consistently as she provides a sensitive approach appropriate to their age and stage of development.
- The childminder uses good teaching strategies, and has effective systems in place for observation, assessment and planning. Consequently children make good progress in their learning.

### **It is not yet outstanding because**

- The childminder does not consistently support children to develop their independence during meal times.
- Self-valuation does not take into account the views of parents and children, to ensure that all areas for development are fully identified.

## 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 1990. She works with two childminders in a house in the Muswell Hill area in the London Borough of Haringey. The five-bedroom 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 takes and collects children from the local schools and takes them to the park and playgroups. She supports children with special educational needs and/or disabilities. The childminder holds a relevant level 3 early years professional qualification.

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

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

- support children's independence at mealtimes further, for example by involving them in serving their food and drink
- enhance systems for self-evaluation by including the views of parents and children, to fully identify all strengths and areas for improvement.

### 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 the learning and development requirements. She completes regular observations and assessments of children. She complements these observations by adding photographs of their achievements. The childminder's planning ensures all aspects of learning are covered well and uses information gathered from parents, along with initial observations, to identify children's starting points. She has an effective system in place to support the planning, observation and tracking of children's learning. Subsequently, the childminder is able to track their progress effectively and provide well-planned support for children's individual learning and development.

The childminder uses effective teaching techniques to support and challenge children's growing communication skills. For example, children's early language skills are fostered

when the childminder encourages them to say new words, repeating and reinforcing familiar phrases during role play activities using a variety of props and pretend food. The childminder asks many useful questions while children are engaged in activities and extends their ideas by asking 'where' and 'why'. These open questions encourage children to use their imagination and creativity and children actively engage as they laugh and giggle throughout their play.

Children develop their mathematical skills well, when they make long and short towers with the construction bricks or when the childminder encourages them to count during everyday activities. For example, they sing along to number songs and count the plates and cups during mealtimes. These positive learning experiences support children in preparing to start school. Children learn about the community in which they live as they walk with the childminder to parks, children's groups and the library on a regular basis. Here, they learn to interact with other adults and children, where they learn valuable social skills. Children are gaining a good knowledge and understanding of the world. The childminder regularly takes them on local woodland walks where they can investigate the natural world, such as collecting sticks and leaves.

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

Children settle quickly and enjoy a warm relationship with the childminder. They benefit from a regular routine and demonstrate confidently that they can make their needs known. For example, during play, they make suggestions and share activities together. The childminder has a good understanding of the children's needs, because she liaises with parents on a daily basis, which promotes consistency in children's care and learning.

The childminder uses clear and consistent methods to manage children's behaviour. She is a good role model and offers lots of positive praise to acknowledge children's efforts. This good practice enables children to have a sense of pride and achievement. Consequently, children are extremely well behaved and the provision has a calm atmosphere in which children learn to be caring towards one another. Children play and explore in a safe and secure learning environment because they are appropriately supervised throughout the day. The childminder and her co-childminders check the home on a daily basis to make sure all areas are safe for children. Children practise regular evacuation drills to help them to become familiar with the procedures, so that they learn to leave the premises quickly and in a safe manner.

The childminder promotes healthy eating in the setting and she talks to the children about the food they eat. She provides nutritious home-cooked meals and snacks. However, the childminder does not take all opportunities to encourage and extend children's independence during mealtimes. For example, children are not always encouraged to serve themselves food, or pour their own drinks. Children play outside every day where they can use different equipment to develop their physical skills. This encouragement enables children to enjoy the fresh air and exercise as part of a healthy lifestyle.

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

The childminder promotes children's welfare very well, because she is very knowledgeable about the requirements of the Early Years Foundation Stage. She has a good understanding of safeguarding issues and knows what to do if she has a concern about a child. She maintains a safe and secure environment. She holds a current paediatric first aid certificate, which means that children receive effective care if there is an accident. The childminder puts well-considered policies and procedures in place and she has clear evacuation plans and fire safety equipment to promote children's safety.

The childminder regularly monitors and reflects on her practice to make improvements. She works as a team with another two childminders and they all contribute their views and opinions to the self-evaluation process. However, there is no process in place to include parents' and children's views. This means that the evaluation process does not fully identify all gaps in the provision, or respond to the needs of all those who use it. The childminder has addressed all actions and recommendations from the previous inspection.

The childminder works well with other agencies such as local schools and nurseries to promote continuity in children's care and learning. She provides good levels of support for children who have special educational needs and/or disabilities. She is aware of the need to work in partnership with any other specialist providers, if the need arises. The childminder understands the value of working effectively with parents and carers. She exchanges relevant information about their children verbally each day. Parents' written comments indicate that they are very happy with the care and activities offered to 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

<b>Unique reference number</b>	140307
<b>Local authority</b>	Haringey
<b>Inspection number</b>	846542
<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>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28/01/2009
<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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