

Inspection date	20/05/2013
Previous inspection date	24/03/2009

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 is knowledgeable about children's individual needs and supports them effectively in their learning.
- The childminder has a strong working partnership with parents. She actively encourages parents to become involved in their children's learning.
- The childminder provides a safe and stimulating play environment. She has a variety of interesting, high quality resources that she uses to help promote children learning.
- The childminder has recently gained a level three National Vocational Qualification and continually works towards improving her practice and the outcomes for children.

It is not yet outstanding because

- The childminder does not plan a wide range of activities to help children learn 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 children taking part in play activities.
- The inspector viewed the childminder's documentation.
- The inspector talked with the childminder.
- The inspector took parents' written comments into account.

Inspector

Jill Nugent

Full Report

Information about the setting

The childminder registered in 1988. She is a member of the Professional Association for Childcare and Early Years. She lives with her husband and two children, one school-aged and one adult, in a maisonette in the London Borough of Islington. There are a few steps leading down to the maisonette from street level. The whole of the childminder's home is used for childminding although children are usually only cared for in the downstairs rooms. There is a secure courtyard 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 has five children on roll, of whom four are 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:

- extend children's knowledge and understanding of the natural environment, natural materials and living things.

Inspection judgements

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

The childminder engages very well with children and encourages them to participate in active learning. She provides play activities that she knows they will enjoy as well as organising learning experiences that offer them a challenge. For example, she is aware that some children do not like to get their hands messy so gently builds up their confidence over time. She takes care to explain to children what they can do and to demonstrate how they may like to try using tools and materials in different ways. In this way she challenges children within their own limits, for instance, to touch with just one finger or try out just one tool. She offers much praise when they succeed, to boost their self-esteem.

The childminder is skilled at recognising when to interact with children, when not to interact and how far to challenge them. She realises that children sometimes need active support and sometimes need to investigate independently. For instance, she talks with children to offer them support in a collage-making activity but waits patiently when they become interested in how the containers work. This allows them to investigate without feeling any pressure to move on. As a result, children often find out new things by experimenting themselves, as well as at other times being shown. This helps children to build on their natural curiosity and to persist at a chosen task. Children become keen explorers and develop a good attitude towards new learning experiences.

The childminder helps children to develop good listening and speaking skills by providing opportunities to communicate in different ways. Children delight in exploring musical instruments and discovering the sounds they make. They enjoy hearing songs and listening to stories. The childminder speaks calmly and clearly so that children are able to hear and copy her words. She responds to children's use of body language, for example, when they point at an object she models the words they need. This helps children to express meaning themselves through the use of spoken language. As children develop confidence they start to use words themselves to communicate with her.

The childminder supports older children in their learning by offering a variety of different activities, for example shopping and cooking, that enable them to learn new words and begin to solve problems. She involves children in creative activities, games and role play to promote their skills in the areas of literacy and mathematics. Children develop good manipulative skills when using modelling dough or mark-making equipment, such as chalks on an easel. They enjoy visits to the park where they develop good coordination as they explore the play equipment. By offering these opportunities to children, the childminder helps them to develop a range of skills, which will support them in their future learning.

Children like to express their own ideas creatively, for example, when exploring paint, glue and dough. The childminder gives children time to explore in their own way, allowing them to use the materials as they wish rather than directing them in a particular way. She always explores alongside them, helping them to see different ways of using tools and materials. Children benefit from her participation in this way. They learn new techniques while still able to use their own imagination as they create pictures and models. The childminder encourages children to use their senses as they investigate, for example, when feeling different textures and objects. Children learn about the natural environment when visiting the park, although the childminder does not extend their knowledge of the natural environment and living things through a wider range of activities.

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

The childminder provides a stimulating play environment where children can make their own choices. Children especially enjoy the freedom to move around the rooms safely and to play outdoors when the weather is fine. The childminder has a large collection of interesting resources, made from different materials that are suitable for children of all ages. For example, children are attracted to the decorated wooden instruments and colourful soft dolls. They are able to play with sand and water in small trays outdoors and enjoy the facility to do messy activities at a low table in the kitchen.

Children feel safe and secure in the childminder's care because she spends her time with them and is always on hand for reassurance. She gets to know the children very well and provides emotional support if necessary. For instance, she lets children know the plans for the day so they know what to expect. She uses appropriate strategies to manage children's behaviour and liaises with parents if children need extra support to learn to

behave responsibly. Children recognise the importance of making a positive contribution to the group, for example, taking the initiative to tidy things away after an activity.

Children enjoy a range of healthy and nutritious meals. The childminder displays her weekly menu so that parents know what meals children will be offered. Children learn about different foods on shopping trips, particularly when visiting a local greengrocer's. They are encouraged to try different fruits and vegetables. The childminder gives children responsibilities to help them develop good personal independence, for example, learning to feed themselves. Similarly she talks with them about personal safety so that children learn about keeping themselves safe. For instance, they are given the task of pushing the button at the pelican crossings so they learn when it is safe to cross.

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

The childminder presents her documentation well in individual files. She has good procedures in place to promote the safeguarding of all children in her care. She carries out regular risk assessments, and safety checks, to ensure that potential risks continue to be minimised. Her home is very well looked after and provides a safe play environment for children. All records relating to children's health and safety are maintained in an appropriate manner. The childminder regularly updates her training in safeguarding issues and knows what to do if she has any concerns relating to child protection. As a result, she promotes children's welfare effectively.

The childminder is extremely well organised and carefully plans each day around children's interests and needs. She sets out resources around the rooms to attract children's attention and encourage them to explore. For example, she arranges toy insects carefully on a table, with a magnifying glass, in response to children's previous interest in these toys. She monitors children's progress closely, making use of assessment sheets to work out their individual stage of development and to plan their next steps of learning. A key strength of this system is her creation of personal plans for individual children. On these she notes her ideas for offering relevant learning experiences to each child in each area of learning. This is very effective in helping her to plan focused activities for children and thereby move them on significantly in their development.

The childminder provides useful information for parents about her provision, including copies of her key policies and procedures. She makes good use of daily diaries to feed back to parents about each day's events. Parents particularly appreciate this daily exchange of information. Additionally she requests information from parents about children's interests at home, or any special events, so that she can include these in her planning. She shares her personal plans for children with parents so that they can better support their children at home. When completing the two-year-old developmental checks she includes good detail about children's progress and suggestions for ways in which parents can work with her to help their children make further progress. The childminder liaises with other early years professionals when necessary, especially in relation to the two-year-old checks, so that children are offered consistent support. Children benefit

greatly from these effective working partnerships.

The childminder has focused mostly on her own professional development since her previous inspection. She understands the procedures for notifying Ofsted of any relevant matters. She has successfully completed a national vocational qualification. Her increased knowledge and understanding of childcare has helped her to reorganise her paperwork and also supported her in learning how to interact more effectively with children. Her child profile files are particularly well crafted, combining photographs and observations in such a way that they make attractive visual records of children's learning journeys. She seeks advice from a childminding coordinator and takes opportunities for further training, for example, she attended courses in observational assessment and story-telling. She is interested in developing more opportunities for children to explore and investigate using different objects and resources to further promote their learning.

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	133135
Local authority	Islington
Inspection number	846394
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	24/03/2009
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

