

Inspection date	23/05/2013
Previous inspection date	23/02/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder organises a stimulating and exciting range of learning experiences for children which supports them to make outstanding progress across all seven areas of learning.
- Children are exceptionally content and happy within the childminder's care. It is clear that they have established warm and trusting relationships with her.
- Children are developing excellent communication and language skills and are articulate and confident within they play and interactions with the childminder.
- The childminder is committed to meeting children's individual needs. The established professional partnerships with parents support both the continuity of children's care and learning.
- The childminder demonstrates an outstanding commitment to promoting high quality provision. She has completed a formal childcare qualification since her last inspection which has had an excellent impact on the provision for children.

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 activities in the childminder's home.
- The inspector talked with the childminder and the children present.
- The inspector looked at the children's assessment records, and observed a variety of written policies and procedures including the provider's self-evaluation document.
- The inspector reviewed recent parental communications and took this evidence into consideration.

Inspector

Siobhan O'Callaghan

Full Report

Information about the setting

The childminder was registered in 2000. She lives with her husband, one adult child, and one school aged child. The family live in the London Borough of Islington and the home is close to local shops and schools. The whole of the ground floor is used for childminding purposes and the first floor living room and spare room are also accessible to children. There is an enclosed garden available for outside play. The family has a pet cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age group. Both children attend on a part time basis. The childminder attends local toddler groups and childminding support groups. She holds a formal childcare qualification.

What the setting needs to do to improve further

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

- further improve evaluation of practice by including more opportunities to review and act upon the suggestions and ideas of children.

Inspection judgements

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

Children make outstanding progress as they are successfully supported in their learning and development. For example, children are thrilled to explore story sacks. The childminder follows their choices of story and enthusiastically engages them through the use of story props and puppets. Young children are excited to share their knowledge as they are able to predict what happens next. They confidently and articulately remember and recite accurately the text within the story. It is evident that they love books as they independently access the cosy book area and handle books with care. The childminder is nearby to offer support whilst also continually encouraging their development of new vocabulary. This results in children that are exceeding their milestones in their communication and language as they are working above the level expected for their age and stage of development.

The childminder is extremely knowledgeable about the children in her care. She confidently encompasses their interests within her extensive planning systems. There are clear learning intentions in place for children to help ensure that they are being challenged in their play and learning. Planning effectively covers the seven areas of learning with due

focus on promoting children's personal, social and emotional development, communication and language and their physical development. This is particularly important as she is currently caring for young children under the age of three years. The result is that these children are being closely monitored to ensure that they are meeting specific learning milestones for their age and stage of development. Through the sampling of assessments and of the children in her care, it is evident that children are making exceptional progress.

Children are very happy and busy all of the time as they assertively take control of their play and learning. Children confidently request to have the singing bag rather than listen to musical tapes. The childminder responds to their wishes and invites them to take an object from the singing bag. Children excitedly pull out a doll, and proceed to enthusiastically sing 'Miss Polly has a dolly' with the appropriate actions. This activity continues for almost half an hour as children are engrossed in their play. They skilfully hop, jump, and follow the various actions required for the different songs. These experiences fully support their development of physical skills such as balance and coordination. The childminder gives children lots of praise and encouragement which motivates them to continue within their play. Children also develop an awareness of keeping safe as the childminder talks to them about moving safely in the indoor environment.

The childminder expertly introduces mathematical concepts within children's play. For example, when children are singing 'five current buns' she encourages their problem solving skills by asking them to take one away and to add one more. Children love this purposeful play as they handle pretend pennies and enjoy the challenges that are set by the childminder. She uses appropriate mathematical language to good effect, offering children further opportunities to extend their knowledge and understanding. These valuable teaching practices enhance children's learning opportunities and increase their confidence and motivation to learn. Children have excellent opportunities to develop their independence as they confidently move around the stimulating environment and make choices from the extensive range of resources available.

The childminder has established a purposeful partnership with parents. She keeps them abreast of their children's progress through the comprehensive reports she shares with them. She also shares video clips which provide a snapshot of children's achievements during the day. Parents' recent communications demonstrate that they are delighted with the care and learning opportunities available to their children. Parents' comments include: 'We are extremely pleased with the care that our children receive. The childminder has supported their development and we have seen great progress. We are very pleased with how active the childminders is as she regularly takes the children on outings to the park, farm and play centres. She really cares about their development and is always supporting their progression and sharing this with us.'

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

The childminder provides a highly stimulating learning environment for children where they are warmly nurtured. It is evident that children are very secure in their emotional attachments with the childminder; they enjoy her cuddles, her praise and her consistent reassurance. These positive attachments are further enriched by the excellent partnerships with parents. The childminder is meticulous in gathering essential information about children's care needs and their interests. This supports her in promoting continuity of care and in planning learning opportunities that excite children's interests. This impacts well on children's confidence when initiating their own play and as they successfully access their environment, and engage the childminder in supporting their choices of play.

Children behave extremely well; they are courteous to the childminder as they practise polite manners such as please and thank you. They are proactive in helping her to keep the environment tidy and safe. The childminder teaches children to behave in safe ways, for example, she helps them to understand the dangers associated with busy traffic. Children learn about road safety and stranger danger when they walk in the local community. Children also engage in regular emergency evacuation drills, where the childminder teaches them to understand why they need to get out of the home quickly and safely. The childminder has an excellent approach to promoting healthy lifestyles. Children have successful opportunities to be active and to engage in energetic play and know why this is important to their health. The childminder takes children to the local park and farm on a regular basis, whilst also providing a variety of physical challenges for them in the garden. Children are offered wholesome home cooked meals and snacks. Food menus are available to parents. Children demonstrate that they have healthy appetites as they thoroughly enjoy eating healthy fruits for their snack, and finish all of their delicious hot lunches.

Children benefit from regular trips to toddler groups and childminding support groups. The childminder discusses how children are developing their confidence and independence when they are away from her setting. They also have opportunities to interact with other children which in-turn supports the positive development of their social skills. Children are developing an excellent understanding of their diverse community as the childminder provides them with an exceptional range of multi-cultural resources and resources to promote a positive image of disability. The childminder's exemplary practices help to support children in developing outstanding skills and positive attitudes to underpin their learning and readiness to move onto nursery and school.

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

The childminder shows an excellent understanding of the learning and development requirements. She is extremely committed to promoting high quality provision for children and their parents. The childminder has worked tirelessly since her last inspection to initiate improvements and to develop her own professional knowledge and skills. She has completed a formal childcare qualification along with numerous complimentary courses which has supported her in developing an excellent knowledge and understanding of the learning and development requirements. She has initiated superb planning and

assessment systems which results in consistently high standards of care and learning opportunities within the provision. Her comprehensive monitoring of children's progression means that they are offered continual challenges. The childminder is not currently caring for children requiring support from outside professionals; however, she is confident to make these links in partnership with parents.

The childminder's enthusiastic approach to working in partnership with parents is admirable. Parents demonstrate that they value the comprehensive information they receive from the childminder. They are delighted to review their children's assessments and to contribute towards these positive processes. The childminder regularly engages parent's views through the use of parental questionnaires which she reviews and reflects upon to improve her practice. She has also developed valuable self-evaluation systems with clearly focused targets for continual improvement. However, there are fewer opportunities for children to contribute to the self-evaluation of the provision as a whole. The childminder has acknowledged that this is an area to improve. There are no current minded children attending other settings such a nursery or school. However, the childminder demonstrates a professional approach to working in partnership with all settings that children move onto to help create smooth transitions for children.

The childminder has a robust knowledge and understanding of how to implement the safeguarding and welfare requirements of the Early Years Foundation Stage. She has vigorous systems in place to ensure that all adults living in the household undergo suitability checks as soon as they reach the age of 16 years. The childminder demonstrates an excellent knowledge and understanding of promoting children's welfare. She has secure procedures in place to record and monitor any arising concerns and to initiate outside support where this is necessary. Children are extremely well safeguarded as the childminder continually reviews risks within her environment and involves children in helping to keep the home safe and secure.

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	133265
Local authority	Islington
Inspection number	813795
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	23/02/2009
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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