

<b>Inspection date</b>	24/06/2013
Previous inspection date	18/02/2009

<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 has created a stimulating play environment in her home. Children enjoy a wide choice of interesting resources and activities.
- The childminder interacts effectively with children to enhance their play and promote their learning. As a result children make good progress, given their individual starting points.
- The childminder is attentive to children's care needs. Children are happy, confident and independent.
- The childminder makes the most of opportunities to attend training courses. This helps her to continually improve the outcomes for all children.

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

- The childminder has not taken all possible opportunities to develop shared learning opportunities with parents.

## 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 taking part in a variety of activities.
- The inspector viewed the childminder's documentation.
- The inspector read parents' questionnaires.
- The inspector talked with the childminder.

## Inspector

Jill Nugent

## Full Report

### Information about the setting

The childminder registered in 2002. She lives in a maisonette in the London Borough of Islington. The maisonette is accessed by a few steps leading down from pavement level. There is a secure 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, all of whom 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:

- explore ways to extend the partnership with parents to encourage all possible opportunities for shared learning.

## Inspection judgements

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

The childminder engages effectively with children to promote their learning. She encourages children to become active learners by making their own choices and developing the ability to concentrate on chosen tasks. Children enjoy her company as they explore various toys, such as dolls, cars and trains. She enhances children's play by sitting at their level and joining in. She makes suggestions for extending their play or follows up children's own ideas. In this way children are encouraged to explore further and to make their own discoveries. Similarly when children participate in adult-led activities, such as when exploring modelling materials, the childminder explores alongside them. She demonstrates how to do things, comments positively on their models and extends their learning through her interactions with them.

The childminder makes good use of her planned activities to support children to develop useful skills for the future. For example, when exploring modelling materials together the childminder describes what she is doing and introduces new words, for example, long, round and square. This helps children to link words to actions and to learn to use new words in the right context. She enthuses children through her conversation and this results in children becoming confident learners, who are happy to try new activities. They are keen to respond to the childminder. They experiment with language as they copy her words or attempt to use these words themselves to communicate. As a result children become confident talkers and enjoy lively conversation throughout the day.

The childminder is fully aware of the importance of introducing children to mathematical language and concepts. She encourages children to think and respond by asking questions that are relevant to the activity, for instance, she asks children to compare colours and shapes when using modelling materials. She instils an interest and enjoyment in numbers as she counts and recounts different objects with children, for example they count together a line of pots containing modelling materials as children add another or take one away. She encourages children to enjoy books and to learn about the letters of the alphabet. These activities are particularly beneficial in helping to prepare children for further learning at school.

The childminder takes children on visits to various places of interest in the local area, for instance, the library, shops, park and city farm. These visits help children to learn more about the local community and natural environment. Children enjoy playing in her garden where they are able to practise physical skills, such as balancing and jumping. They

become well-coordinated in their movement and this helps them when using their hands and bodies to explore. The childminder increases children's awareness of diversity through her provision of various resources, such as dolls and books, which reflect different cultures and religions. She encourages parents to contribute too by telling her and the children about their own cultural or religious backgrounds.

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

The childminder prioritises children's well-being. She has a calm, caring approach and this helps children to feel secure and content. They play alongside each other harmoniously, learning to share fairly and to take turns. The childminder has a flexible approach and has set up different play areas within her home to interest children. Younger children enjoy the soft carpet in the living room for floor play, whereas older children like to join in table-top activities in the kitchen or more imaginative play in the downstairs play room. This room is particularly well-equipped with a range of toys, games and books that are suitable for children of differing ages and abilities. As a result young children are able to move around freely investigating whatever toys they find, while older children develop the ability to concentrate for long periods of time on one activity. This helps children to learn to focus on a task and they develop a good attitude to learning.

Children develop very close relationships with the childminder. The childminder plans each week so that children have opportunities to go out as well as take part in activities at home. These activities cover the different areas of learning so that children have a suitable range of learning experiences. They enjoy playing and talking together very much, and have fun together. They like to join in the various creative activities that the childminder organises, using different materials. They each produce a large collection of paintings, drawings and collages. The childminder displays children's artwork around her home and this helps children to develop a sense of belonging. They feel safe in the childminder's care because she is always on hand to help or support. When outdoors, children learn about keeping themselves safe, for example, the childminder teaches them how to use pelican crossings.

The childminder ensures that children are fully aware of what is expected of them in different situations. Consequently they are well behaved at all times. Children learn to make a positive contribution to the group by tidying away after themselves. The childminder encourages an awareness of good hygiene practices. Children learn to be independent and manage their own needs very well at mealtimes. They enjoy various healthy meals brought from home, followed by portions of fresh fruit. The childminder liaises with parents regarding children's dietary needs and the content of their meals. This helps children to become aware of the importance of healthy eating and promotes an enjoyment of different foods.

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

The childminder is very well organised and has easily to hand everything she may need during the day. She effectively promotes the safeguarding of all children in her care. She has carried out a risk assessment of her home and has a clear evacuation plan in place, so that children know what to do in the event of an emergency. She is vigilant regarding safety, for example, she makes sure the safety gate is fastened when children are playing in the upstairs living room. She supervises children closely if they need to use the toilet on the landing. She regularly updates her training in safeguarding and knows what to do if she has any concerns relating to child protection. She ensures that her training in first aid is also kept up to date.

The childminder's records are well maintained and kept in a secure place. Her written policies and procedures provide a good foundation for her childcare practice. She maintains attractive profile books for children, which show their progress in learning through a series of photographs and recorded observations. These help her to plan ahead for children's individual development. She is fully aware of children's learning needs and the areas in which they need extra support. She spends her time with the children so that they benefit from her interaction throughout the day. She has begun to carry out progress checks for two-year-old children and makes good use of these to record how she intends to help children develop the particular skills they need. This helps her to focus on each child's particular learning needs.

The childminder provides clear information for parents about her provision for children. In addition she sets out her aims and responsibilities in a written policy. She talks with parents every day in order to exchange information about the day's events. For very young children she keeps a written diary so that parents are well informed, for example, about what their children have eaten and which play activities they have enjoyed. Parents make very positive comments about the childminder's provision on written questionnaires. They particularly appreciate her welcoming nature and the range of activities she organises for children. The childminder shares with parents her progress reports for two-year-old children. However, she does not regularly share detailed observations of children's progress, or all ideas for activities with parents to encourage to support children in their learning at home in all possible ways.

The childminder maintains a good capacity for further improvement. She is keen to continually develop her own knowledge and understanding of childcare. She works closely with other professionals, when necessary, to support children with special educational needs and disabilities. Since her previous inspection she has gained a level three national vocational qualification. This has helped her to reflect on her practice and consider ways to develop areas of her provision to benefit children. For example, she has adapted her approach to children's learning, and her system of observational assessment, in order to take account of the recent changes to the Statutory Framework for the Early Years Foundation Stage. She ensures that her focus is always on meeting children's individual needs so that they have good experiences and progress well in her care.

## **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>	EY100580
<b>Local authority</b>	Islington
<b>Inspection number</b>	846898
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/02/2009
<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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