

Inspection date	08/07/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
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 welcoming and stimulating play environment. Children take part in a variety of interesting activities that engage them and support their learning.
- The childminder prioritises the well-being of the children. Consequently children keep safe and healthy in her care.
- The childminder is well organised. She arranges her paperwork, equipment and resources so that they are easily accessible to adults and children.
- The childminder has an effective working partnership with parents. She regularly shares information with them about children's progress.

It is not yet outstanding because

- The childminder does not always use the daily routine effectively to allow plenty of opportunities for free choice play in which she can also interact to help children develop their communication skills in English.

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 compulsory part 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 took into account the views of parents.
- The inspector spoke with the childminder.

Inspector

Jill Nugent

Full Report

Information about the setting

The childminder registered in 2013. She lives in a ground floor flat, with her husband and two young children, in the Finsbury Park area of the London Borough of Hackney. The whole of her home is used for childminding and there is a secure garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She works with two full-time assistants. Currently she has five children on roll 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:

- review the organisation of the daily routine to make sure that children have plenty of opportunities to choose and explore their own play activities
- make the most of opportunities during activities to help children gain confidence in communicating in the English language.

Inspection judgements

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

The childminder is effective in meeting the needs of children. She has a calm friendly approach and this helps children to feel relaxed in her home. Children play happily and are eager to join in activities. They become absorbed in their exploration, for example, when exploring modelling materials such as play dough. They find all sorts of ways to use their hands and tools to make different shapes and construct models. This helps them to express their own ideas in a hands-on, creative learning experience. Young babies are well supported when older children take part in creative activities. The childminder and her assistants take it in turns to hold babies and interest them in different toys.

Children enjoy opportunities to play freely, making choices from the resources set out around the play room. For example, they like to play with toy vehicles, pushing them around the room or down ramps. They have much fun playing with a mix of rice, beans and pulses using various tools and containers to do this. The childminder and her assistants join in with children, helping them to learn new words, such as those used to describe colours, sizes or weight. The childminder follows up children's own interests by planning activities to engage and motivate children. This has led to children finding out more about different materials and living things, for example, by exploring building blocks and investigating butterflies. She supports children who are reluctant to join in particular activities, such as messy play, by liaising with their parents to find alternative ways to encourage their children's involvement.

The childminder organises a range of activities during the day so that children have a variety of adult-led experiences. For instance, children investigate food colourings added into water and oil, build 'potato head' models and take part in a parachute game. They join in enthusiastically. The childminder takes the opportunity to extend their learning through their enjoyment of discovering new things, for instance, noticing what happens when they mix oil and water together. However, children do not always benefit fully from these group activities as they tend to be cleared away at a certain point and another activity introduced. Consequently children are not always free to spend time exploring on their own, or with an adult, and learning through their own explorative play.

The childminder helps children to acquire and develop new skills in the key areas of literacy and numeracy in preparation for further learning at school. Children learn to enjoy books and stories at group times. They eagerly chant the letters of the alphabet and join in number rhymes. The childminder supports children in her home language, Polish, as well as English. She always repeats her spoken words in both languages and this encourages children to gain confidence in communication. However, she does not always make the most of opportunities to extend children's use of English as she interacts with them during play activities.

The childminder takes children on interesting outings, for example, to various play groups, the library and parks, where they learn more about the community and natural environment. She also arranges special trips, for example, a visit to the aquarium. Children enjoyed finding out about sea life and the many different animals there. In addition children are encouraged to learn about different cultures and religions. The childminder has several resources that reflect diversity in the wider world and she organises extra activities around special events, such as Chinese New Year. She records her observations of children's learning alongside photographs, creating attractive visual records of their learning journeys.

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

The childminder has created an attractive play environment in her home with many interesting resources, which are suitable for children of different ages. Children are well settled and happy in her care. They are encouraged to feel welcome through having their own belongings stored in labelled drawers. They particularly like to look at the photographs in their learning profiles and share them with others. This boosts their self-esteem and helps them to feel part of the group as a whole. Children benefit from the presence of three adults because they can be given individual attention if needed. In particular the childminder makes sure that very young children are able to keep to their routines so that they feel emotionally secure. Consequently children feel well looked after and are very content.

Children gain independence as they learn to make their own decisions, for example, when playing in the garden they choose between the different activities available, for example, sand, water and paints. They are encouraged to be independent at mealtimes and to enjoy their food. The childminder provides a mix of healthy snacks and meals, often using fresh ingredients in her cooking. As a result, children are happy to try different foods, for instance, a milkshake they watch being made using fresh strawberries. This helps children to become aware of the importance of healthy eating. They have good opportunities for outdoor play every day. They also enjoy practising their physical skills in fun exercise sessions where they learn to move their bodies and travel in different ways.

The childminder has put much thought into ensuring her home and garden are secure. She has provided a separate sleeping area so that children can rest quietly according to their individual needs. She is attentive to good hygiene, for example she provides individual towels for the group, and she encourages children to adopt good hygiene

practices. Children are well-behaved and respond appropriately to her instructions. They learn to share, for instance, when sitting together around the tray of rice playing. They often have fun, for example, when finding out what happens as they squeeze water-filled balloons. The childminder reminds them of the need to take turns with the equipment and resources so that they learn to respect the needs of others.

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

The childminder's documentation provides a good foundation for her childcare practice. She has effective procedures in place to promote the safeguarding of all children. She carries out detailed risk assessments to ensure that potential risks in her home, and on outings, are minimised. She has put various safety measures in place so that children are restricted to safe areas, such as the play room and garden. They are always closely supervised when needing to use the bathroom. She has attended training in safeguarding and has a good knowledge and understanding of child protection procedures. Her assistants are also well trained in safeguarding and undergo checks to ensure they are suitable to work with children.

The childminder carefully plans each day so that children have a variety of interesting learning experiences. She organises activities which both enthuse children and help them to develop new skills. She makes good use of her assistants to help her provide good support for all children in the group. For example, the assistants take it in turns to take care of a young baby while the other supports the children taking part in activities. In this way all children feel included. The childminder provides a range of exciting activities, such as exploring food colours and modelling materials. She generally reviews well how these activities go and what improvements can be made next time to improve the outcomes for children further.

The childminder provides clear and useful information for parents about her provision for children. She ensures that they are well informed about her safeguarding procedures and understand her responsibilities regarding child protection. She displays information about each week's planned activities, outings and meals. Therefore parents are aware of each day's events. When children are new to the setting the childminder requests information about their individual needs and stages of development. This provides her with a useful basis from which to plan for children's individual learning.

The childminder regularly shares summary reports of children's progress with parents, including the two-year-old progress checks. She encourages parents to share observations of their children's progress and comment on any special interests at home. This enables her to take into account parents' views when planning for individual children. She liaises with parents about any areas in which children are not progressing as well as expected to help close gaps in their achievement. Her system works well in enabling her to set relevant targets to guide children's development.

The childminder seeks parents' views about her provision and makes changes, if

appropriate, to fit in with their wishes. Parents' written and spoken comments are all very positive. They especially appreciate the variety of experiences provided for their children and have noticed significant progress in their learning. The childminder is keen to attend training to continually develop and improve her practice. She makes good use of self-evaluation to reflect on the different aspects of her provision and is planning to gain a childcare qualification in the next year. She seeks advice from other early years professionals and responds to their suggestions with enthusiasm and commitment.

The Childcare Register

The requirements for the compulsory 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	EY455788
Local authority	Hackney
Inspection number	900797
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	not applicable
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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