

## Inspection date

Previous inspection date

04/10/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children have secure and warm attachments with the childminder. This supports them to be happy and confident within her setting.
- The childminder fully promotes children's home languages. She is able to communicate confidently with them in both English and Bulgarian.
- Children are developing early communication skills as they access a suitable range of books, and learn songs and rhymes to build on their language development.

### It is not yet good because

- The childminder's planning and assessment systems are not fully developed or robust in supporting children's individual progress.
- Although parents have daily opportunities to communicate with the childminder, they are not encouraged to be actively involved in sharing and contributing towards their children's ongoing assessments and learning.
- Although the childminder has begun to develop some positive self-evaluation practices, she does not involve parents and children in these processes to help identify further improvements.

## 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 activities in the childminder's home.
- The inspector talked with the childminder and the children present.
- The inspector looked at the children's daily records, and checked a range of other documentation including the safeguarding procedures.

## Inspector

Siobhan O'Callaghan

## Full Report

### Information about the setting

The childminder registered in 2013. She lives with her partner and their young child in the London Borough of Haringey. The home is close to local shops and schools. All areas of the property are available for childminding purposes. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register. She is currently caring for one child in the early years age group who attends on a part-time basis. The childminder attends a local toddler group and childminding support group. She supports children who speak English as an additional language.

**What the setting needs to do to improve further****To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that children's observations are effectively evaluated so that their next steps are clearly identified and used to plan challenging and enjoyable learning opportunities that allow children to be actively involved in their learning and extend them appropriately
- strengthen partnerships with parents by encouraging them to be more involved in contributing towards their children's ongoing learning within the provision.

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

- build on the existing systems for self-evaluation, taking further account of the views of parents and children, to identify all areas for further improvement

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

The childminder has a sound knowledge of the areas of learning; she plans a variety of interesting activities that support children's interests. For example, children are keen to engage in creative activities such as playing with modeling dough. However, the childminder does not use her monitoring and planning systems well to continually challenge children in their learning. For example, the childminder has not identified clear next steps to use when planning for children's future development. The childminder assists children to use a variety of tools to create different shapes. She encourages them to feel the texture of the material and to observe the different colours of dough available to them. These fun learning experiences support young children to develop basic skills as they use tools with growing independence and begin to understand how materials can be manipulated to create different shapes. The childminder also encourages basic counting and problem solving skills as she gets them to count how many shapes they have made and to observe which are bigger and smaller. She gives them lots of positive praise and encouragement which motivates them to continue within their play.

Children's language development is fostered through regular opportunities to share stories, the childminder provides lots of repetition so that young children can listen and repeat familiar words. Children who speak English as an additional language have regular opportunities to use their home language in their play and learning. For example, the childminder teaches them to count in both English and Bulgarian. Children are becoming increasingly independent as they use the environment with confidence. They have regular opportunities to develop their physical skills as they engage within energetic play out in

the garden and in the local parks. Overall, the childminder helps young children to enjoy and achieve new skills within her care.

The childminder values working in partnership with parents. She encourages them to share information about their children's individual needs and interests when they first begin attending her setting. She keeps them informed about their children's time spent with her through sharing with them a daily diary. The childminder is aware of the requirement to complete a developmental progress check for children aged two in partnership with parents. This is to help identify children's strengths and areas where they need to progress. However, she is yet to successfully introduce ongoing opportunities for all parents to be engaged in contributing towards their children's learning in the setting. This does not fully support a continuous approach towards children's progression.

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

Children are happy and content in the childminder's care. They approach the childminder for cuddles and reassurance which demonstrates that they feel secure in her care. This supports children's emotional well-being as they are able to form positive relationships. The childminder spends all her time with the children, she sits at their level, gives them plenty of eye contact and clearly enjoys spending time with them. The childminder promotes children's independence through making the environment and resources accessible and welcoming to them. There are a broad range of resources which help to support all aspects of children's development. The childminder teaches children to be kind and considerate to one another through her positive role modeling. Children are motivated by praise and by stickers which they receive for various tasks. For example, children are keen to help tidy-up as they receive a sticker as a reward. Children who find it difficult to share and take turns receive consistent messages to support their understanding of appropriate behaviour.

Children are gaining a basic understanding of safe practices as the childminder teaches them through role-play how to cross roads safely and keep safe when they are out in the community. Children are shown how to use modeling dough resources safely and the childminder discusses with them why the dough must not be eaten. Children are reminded not to walk around whilst eating food because of the potential hazards of choking. Children respond well to these constant messages. The childminder discusses children's home care routines with parents so that she can promote these. For example, children are able to sleep and eat at their familiar times as the childminder understands the importance of promoting these consistent practices.

Children are developing satisfactory self-care skills as they help themselves to fruit for snacks. The childminder assists them to wash their hands after visiting the bathroom and before eating their food. She discusses with them the importance of washing their hands which helps to keep them healthy. Children are encouraged to live healthy lifestyles as there is a positive focus on outdoor physical play activities and on the importance of eating healthy foods. Children enjoy regular visits to local toddler and childminding groups. The childminder organises these positive outings to support children to develop

confidence and independence in situations away from her setting. The childminder is aware of the importance of working in partnership with other settings to assist children to move to these smoothly.

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

The childminder is a newly registered provider and is still developing her practices. She has developed a broad range of policies and procedures to share with parents and demonstrates a sound knowledge and understanding of the safeguarding and welfare requirements. The childminder maintains daily risk assessments of her home environment so that it is safe, clean and comfortable for children. She initiates separate risk assessments for outings to identify potential hazards. All venues are checked before they are used to ensure that they are suitable for the children's age and stage of development. The childminder has a sound knowledge of child protection procedures and protocols. She is clear of her responsibilities to monitor and protect children's welfare and of what to do if she has a concern.

The childminder has a suitable understanding of the learning and development requirements as she provides children with a full range of learning opportunities both inside and outside of the home environment. However, she is less secure in monitoring its effectiveness and using her assessments to inform her planning for children's individual next steps in their learning. She has also not fully considered how parents can be actively involved in sharing their children's learning at home and contributing towards ongoing assessments in the childminder setting. This is ensure that children are making continual progress and that they are being challenged. The childminder demonstrates an encouraging attitude towards improving this aspect of her practice.

The childminder's self-evaluation practices are evolving. She is beginning to reflect on the quality of the provision, for example, by reviewing her environment to make it more accessible. She is continuing to add to her resources to accommodate children's interests. Therefore, there is a commitment to implementing improvements. She has attended additional courses to support her professional development; these have included child protection and food handling training. The childminder has developed positive relationships with parents with regards to sharing care routines. H She is positive about getting parents and children more involved in the self-evaluation processes. However, she has yet to implement systems so that so that they can actively contribute towards improving practices within the setting.

### **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

<b>Unique reference number</b>	EY459433
<b>Local authority</b>	Haringey
<b>Inspection number</b>	910734
<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>	5
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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