

## Inspection date

Previous inspection date

15/10/2013

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

- Children's personal, social and emotional development is promoted well. They have developed a strong bond with the childminder and her assistant, who have a caring and gentle approach. This helps the children to feel secure and comfortable.
- Children have a positive attitude to learning; they are motivated and interested and make good progress as a result.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. Children take part in a range of activities that encourage a healthy and active lifestyle. The childminder visually assesses and minimises risks to the premises on a daily basis.

### It is not yet outstanding because

- The outdoor environment is not used to its full potential during the winter months to help children learn about the changing seasons.
- Children's home languages are not fully reflected in the setting.

## 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 held discussions with the childminder and her assistant.
- The inspector looked at the children's learning journeys, assessment documentation and a selection of policies and children's records.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Sharon Henry

## Full Report

### Information about the setting

The childminder registered in 2013. She lives with her husband and young son in Highbury in the London Borough of Islington. They live in a ground floor flat with an enclosed garden. The childminder works with an assistant and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for four children in the early years age range, all of whom attend part time.

### What the setting needs to do to improve further

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

- further enhance children's understanding of the world and the changing seasons by making full use of the garden all year round
  
- further promote children's sense of self by reflecting their home languages in the setting.

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

The childminder has a secure knowledge and understanding about how children learn. She shares this knowledge well with her assistant to ensure that children receive consistent support. The childminder gathers plenty of information from parents before children start attending, so that there is a shared understanding of their stage of development and interests. She assesses each child's development accurately during their time with her, in order to identify the progress they are making. This allows her to successfully plan for the next steps in their learning. As a result, all children make good progress in their learning and development.

Children are emotionally secure, settled and confident in the childminder's home. They show themselves to be enthusiastic and active learners as they explore the environment and make choices from the good range of resources available, thus developing a good sense of independence. Young children are learning to communicate and vocalise their needs appropriately through the support and stimulation they receive from the childminder and her assistant. Children enjoy playing with the stacking bricks and have great fun as they knock them over. The childminder constantly talks to the children about what she is doing and the children begin to find their voices as they respond by babbling back. Children enjoy experimenting with sound as they explore a range of different musical instruments; they laugh with excitement as they bang the hammer on the xylophone and then move from side to side. Children's physical development is well supported within the home as they crawl in and out of the tunnel and try and catch the bubbles from the bubble machine. Children benefit from visiting places of interest such as parks and the local toddler groups. This enables children to mix with their peers and contributes to their personal and social development. However, the childminder does not use the garden frequently during the winter months. This reduces opportunities for children to learn about their outdoor environment during the different seasons. Younger children engage in role play and demonstrate good imaginative skills, as they use familiar resources to act out familiar situations. For example, one child pretends to sweep up using the hand brush and then pretends to comb their hair.

Children are confident in their play and have developed a very strong relationship with the childminder and her assistant. They seek them out for comfort, sit very close as they read

books and reach their arms out to be picked up. Children feel valued and receive lots of praise and encouragement to enable them to make sound progress. They beam with pleasure as the childminder praises them and they are aware they are someone special to her.

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

All children are settled especially those that have recently started. This is because the settling-in routine is robust and fully includes parents. For example, parents share information about their children's personal care and comfort items. Therefore, children settle well and make a smooth transition from home into the childminder's care. The childminder promotes children's sense of belonging by displaying the illustrated daily routine. She regularly discusses the routine with the children so that they become familiar with it. As a result, children are aware of the routine throughout the day. For example, after tidying up they make their way to the bathroom to wash their hands. This means that children are beginning to know what comes next and show confidence in their environment. Children learn how to keep themselves safe in the childminder's care. The childminder reminds them, for example, not to run indoors in case they hurt themselves. The childminder manages children's behaviour in a consistent and calm manner. She gets to the children's level and explains to them why certain behaviour is not acceptable and encourages children to share and take turns. Consequently, children behave well and learn right from wrong.

The childminder is very perceptive and observes children closely. She knows her children well and understands their personalities and preferences. In this way, she accurately identifies their interests and stage of development. This ensures that children have a high sense of well-being and this will help them develop confidence, self-motivation and a love of learning.

Children are developing a good awareness of the importance of leading a healthy lifestyle. The children enjoy varied, well-balanced, healthy meals and snacks throughout the day and water is readily available to them. The childminder is aware of the children's home routines, dietary needs and the type of food they enjoy through discussions with their parents. Consequently, children remain comfortable in their individual daily routines and younger children settle quickly after lunch for a sleep. This helps them become aware of their own needs and they can wake up refreshed and ready to play and learn again.

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

Children are happy and settled because the childminder knows each child well. An inclusive approach to the care given ensures their individual needs are met well. The childminder takes into consideration each child's backgrounds and beliefs and values and respects them. However, the childminder does not make sure children's home languages are fully reflected in the setting to further promote their sense of self. Effective working

partnerships with parents ensure continuity of care, and learning experiences are maintained and contribute to children making good progress in relation to their individual starting points.

The childminder supervises her assistant constantly and manages her performance. She has enrolled her assistant on courses to ensure she is suitably prepared for her role. She gives clear guidance on supervising children and how to communicate effectively. Consequently, children benefit from the consistent approach used by both adults.

The childminder's secure understanding of her role and responsibilities in safeguarding children's welfare keeps them safe at all times. She ensures that her assistant is aware of all the procedures to follow, so that children's welfare is constantly maintained. The childminder and her assistant have paediatric first aid qualifications to enhance children's safety. The childminder's safeguarding policy and arrangements for the safe collection of children, which she shares with parents, underpin her good practice and ensure that they are safe and secure at her setting. Good safety measures are in place to enhance the security of the provision. For example, cctv is in place to enable the childminder to vet persons before gaining entry. In addition, the childminder has carried out robust recruitment procedures for employing her assistant and in making sure she is suitable to work with children.

The childminder has a wide range of written policies and that she makes available to parents. This means parents are very well informed about how she cares for children and the methods she uses to help them to develop. The childminder has a good knowledge and understanding of the importance of partnership working and takes into account recommendations made by other professionals to support children in reaching their full potential.

The childminder is a very caring person and is extremely passionate about providing the best possible care and education for the children and their families. She is committed to continuous improvement and recognises that improvement is ongoing and uses a self-evaluation system to identify her strengths and areas for development.

### **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>	EY455206
<b>Local authority</b>	Islington
<b>Inspection number</b>	906402
<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>	4
<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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