

Inspection date

24/10/2013

Previous inspection date

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 are content in the childminder's care and demonstrate that they feel safe and secure as they enjoy her warm interactions.
- Children are developing valuable independence skills as they confidently access the indoor and outdoor environments which are always accessible to them.
- The childminder positively promotes children's communication and language skills as she regularly reads with them and takes them on frequent trips to the local library.

It is not yet good because

- The childminder has developed a planning and assessment system but she does not consistently monitor children's individual learning to ensure their steady progress.
- The childminder does not consistently encourage parents' involvement to share and contribute towards their children's ongoing assessments and learning.
- The childminder has begun to develop self-evaluation practices, but she does not use the views of parents and children in these processes.

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 and garden.
- The inspector talked with the childminder and the children present.
- The inspector looked at the children's assessment records, and a range of other documentation including the complaints and safeguarding procedures.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Siobhan O'Callaghan

Full Report

Information about the setting

The childminder was registered in 2010. She lives with her adult daughter and a younger child aged 11 years. The childminder's husband does not live permanently in the family home, however, he is a regular visitor. The home is close to Green Lanes in the London Borough of Hackney which is close to local shops and schools. The whole of the ground floor is used for childminding purposes. There is a fully 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 four children in the early years age group and five children in the later years age group. All children attend on a part time basis. The childminder walks to local schools to take and collect children. She attends local toddler groups and childminding support groups.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop observation and assessment systems so that they are effective in supporting children to receive consistent challenges to help them to make more steady progress in their learning
- improve partnerships with parents to ensure that they are continually supported to be 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:

- improve the systems for self-evaluation, taking account the views of parents and children, to help identify 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 sufficient knowledge and understanding of how to promote children's learning through play. She plans a variety of activities that encompass the seven areas of learning. Overall, these support children to make satisfactory progress in their

learning and development. The childminder has developed some basic planning and monitoring systems to track children's progress and she has implemented the progress check for two year olds. However, she does not use these systems consistently which means that planning of individual challenges for all children is not always robust. Nevertheless, children are learning many positive skills overall. They are able to listen and engage in story time sessions. They are confident to request their favourite books to be read to them and they can follow instructions. The childminder engages in conversations with the children and encourages their communication, asking children questions about the stories and supporting them to share their ideas. As a result, children make suitable progress in their communication and language skills.

The childminder organises her environments so that children can choose where they want to be to support children's independence. Children choose to spend long periods of uninterrupted play in the garden where they play with creative materials such as sand and role-play resources. They are able to initiate their own purposeful play as they pretend to make tea and ice-cream. Babies are able to crawl around the garden and access an adequate range of resources to meet their needs.

However, although all children are calm and busy the childminder does not challenge children well to support all of their interests. For example, she does not engage in children's role play or respond to the babies' fascination with the cat as they point excitedly and shout 'cat'. Therefore, the childminder misses some opportunities to further extend children's learning.

The childminder gives children opportunities to develop sound physical skills. They enjoy skipping and jumping activities in the garden and have opportunities to ride scooters. Babies have opportunities to crawl and hold onto furniture to support them in strengthening their muscles. Older children are able to share their experiences of visiting their local park where they can climb and play on a variety of equipment. All of these experiences help to support aspects of key skills that children need to support their move to school.

The childminder has established appropriate partnerships with parents overall. She records basic details about children's interests prior to them attending her provision so that she is aware of their favourite activities. She records children's personal care routines so that parents are aware of when their children have eaten, what time they have slept and if they have been on any outings that day. These helpful communications help to promote children's continuity of care. However, the childminder is not involving parents in sharing regularly their observations of children's learning and development at home so that clear targets can be shared to support children's progression in the childminding setting. As a result, children make satisfactory, rather than good progress.

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

Children demonstrate that they feel secure as they enjoy cuddles and positive interactions with the childminder. She is a positive role model as she is consistently kind and patient

with children. This supports children's emotional well-being as they are able to form positive relationships with the childminder. Children are developing polite and cooperative behaviour as the childminder reminds them of the need to share, take-turns and be kind to their friends. Older children show empathy to the babies as they offer them toys and reassuring words when they are tired and getting upset. Children are learning to respect one another's differences as the childminder values their home backgrounds in her setting. Children are pleased to share photographs of themselves with the inspector. They are able to talk about their friends that they can see and reflect on the different things they were doing at this time. This helps to support their sense of belonging in the setting.

Children are developing a sound understanding of risks and how to manage their personal safety. For example, older children are able to discuss how they must always be close to the childminder when they go on outings. They are confident to discuss the rules for road safety. The childminder provides a safe and secure home environment for children. She supervises them well and provides appropriate equipment to help keep them safe. For example, babies sit in a highchair at lunch time whilst older children sit in appropriately sized furniture to support their independence. At present babies sleep in their pushchair rather than in the childminder's travel cot. The childminder says this is at the request of parents. Children enjoy healthy snacks and meals provided by the childminder. There are adequate discussions and practices in place to support children's understanding of healthy eating, personal hygiene and taking regular exercise. All children including babies are developing their self-care skills during these lunch time routines as they use appropriate cutlery to feed themselves and help themselves to the available drinks.

The childminder provides a satisfactory range of resources both outside and indoors to support children's all-round development and independence. She also plans regular visits to the local toddler and childminding groups to help children to develop confidence and independence in situations away from her home. The childminder has established appropriate links with the local schools that older children attend to support a continuous approach towards their care. She provides space in her home for children to do their school homework and offers appropriate support where necessary.

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

The childminder has an appropriate knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She understands her responsibilities to keep children safe by continually monitoring all aspects of their welfare. She has attended previous training in child protection and is clear of the importance of working in partnership with parents and outside agencies where this is necessary. All adults living in the home have undergone appropriate suitability checks and the childminder is clear of her duty to supervise children at all times when visitors are present in the home. The childminder provides children with a clean, safe and comfortable home, she maintains regular risk assessments to help her in removing any potential hazards to children.

The childminder has a satisfactory understanding of the learning and development requirements as she provides children with a variety of learning opportunities both inside and outside of the home environment. However, she is less secure in how to consistently monitor and plan challenges to support children's steady progress. This means that children's opportunities to make good progress are not fully secure. The childminder demonstrates a positive attitude towards improving this aspect of her provision. This is her first inspection since registration and she is able to discuss and reflect on her practice, therefore showing a positive capacity to improve. She has begun to develop self-evaluation systems to help her in this process; however, she does not fully engage the views of parents and children in these important practices.

The childminder has developed positive relationships overall with parents. She frequently shares information about children's routines which are recorded in a daily diary. Discussions with parents demonstrate that they are happy with the care their children receive. Their comments include, 'the childminder is very nurturing with the children, she is kind and patient and makes them feel welcomed into her home.' Relationships with other providers including schools are continually evolving which helps to further promote continuity in children's care and learning.

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	EY396704
Local authority	Hackney
Inspection number	935084
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	9
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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