

Inspection date

Previous inspection date

23/10/2013

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 are happy and growing in independence and confidence as they freely explore the home and resources on offer.
- Children frequently seek cuddles from the childminder, showing that close and secure relationships are in place.
- The childminder demonstrates a good understanding of her responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are cared for in an environment that positively promotes their safety and well-being.
- Children are developing healthy lifestyles; their physical development is progressing well and they enjoy healthy and nutritious meals and snacks together.

It is not yet outstanding because

- There are fewer natural and sensory resources to extend children's curiosity and exploration.
- The childminder does not fully involve parents in the self-evaluation process to help further develop and extend the educational programme.

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 childminder, and discussed aspects of practice with her.
- The inspector took into account the views of parents through questionnaires and testimonials.
- The inspector reviewed the childminder's documentation, including children's learning and development records.

Inspector

Sharon Henry

Full Report

Information about the setting

The childminder registered in 2013. She lives with her husband and two young children in the London Borough of Islington. The whole home is available for childminding purposes. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for two children in the early years age range.

What the setting needs to do to improve further

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

- extend the range of natural and sensory materials, for children to play with, talk about and use imaginatively
- build on existing systems for self-evaluation by involving parents to further strengthen the monitoring of the educational programme and ensure children continue to make good progress.

Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage learning and development requirements. She has a detailed knowledge and understanding of each child and the progress they make, which supports her well to ensure that children reach their developmental milestones. The childminder has an effective system for observation and assessment, which includes photographs and written observations. This helps her to identify children's achievements and plan for the next steps in their learning, enabling her to support each child's individual learning needs well. The childminder regularly exchanges information about children's learning and achievements with parents, which helps them to support learning at home.

The childminder enhances children's learning well. She involves herself positively in their free play and offers lots of praise and encouragement. Children enjoy listening to stories; they become engaged as they notice the picture of the elephant. The childminder talks about the elephants, pointing out the big and small ones. This introduces young children to differences in size, supporting their early mathematical development. The childminder encourages children's early interaction through using plenty of repetition of language and asking simple questions. For example, she responds to babies babbling 'dada' and repeats it and says 'dada, yes daddy.' These opportunities help to extend and support young children's early language development. Younger children enjoy singing familiar nursery rhymes, as they touch their heads in an attempt to follow the actions of 'head, shoulders, knees and toes'. They clap their hands and shuffle from side to side with excitement as the childminder sings favourite and familiar songs. The childminder supports children's creative development through a variety of activities. For example, they use leaves to create an autumn picture in line with the planned theme. The childminder does not provide an extensive range of natural materials to further enhance children's imaginative play, and stimulate their senses and encourage exploration.

Children benefit from regular fresh air and exercise outdoors, when on outings to the park, and in the garden. Regular trips to places of interest, such as children centres and the local library provide children with the opportunity to socialise with other children and

adults to develop their personal and emotional well-being.

The childminder provides children with lots of cuddles and meaningful praise, which increases their sense of belonging and encourages them to be increasingly independent. Children benefit from the positive interaction they receive from the childminder, who takes time to talk and listen to them and shows an interest in what they are doing. As a result, children are secure in their surroundings, promoting their self esteem.

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

The childminder has an intuitive understanding of child development and a calm friendly and supportive approach. This allows her to quickly develop caring, respectful and secure relationships with children. Children are confident and happy because good settling in procedures enables them to develop strong emotional attachments with the childminder. The childminder promotes children's behaviour well. Children learn good manners and behaviour from an early age through the childminder's positive role modelling. For example, the childminder sits with the children at the table for meals and snack, providing support. As a result, children gain considerable social and learning skills to stand them in good stead as they move on to the next stage in their education.

The childminder promotes inclusion; she has a strong understanding of how to support children's learning. She provides an inclusive environment that supports children to make choices and take an active part in daily routines. For example, low-level storage enables even the youngest children to independently access resources that attract their interest. The child-size furniture also promotes their independence and choice.

The childminder organises activities and routines to meet children's changing needs, providing opportunities for quiet and rest throughout the day. This promotes children's good health and well-being very well.

Children enjoy a harmonious environment because the childminder effectively supports them to learn to share, take turns and consider others. Younger children are beginning to learn about safety around the home. The childminder gently reminds them not to put objects in their mouth in case they choke. Children have good opportunities to learn about healthy lifestyles. The childminder provides a range of healthy meals and snacks, such as dried fruit and a range of organic vegetables, which helps children to develop a healthy attitude towards food.

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

The childminder gives high priority to safeguarding children. She has a good knowledge and understanding of safeguarding policies and procedures, and who to contact should she have a child protection concern. The childminder carries out daily safety checks and comprehensive risk assessments on the premises, and on outings, to protect children and

keep them safe. She maintains all required documentation to meet the welfare requirements of the Statutory Framework for the Early Years Foundation Stage to ensure the smooth running of the setting.

The partnership with parents is very positive. The childminder shares information on the setting and children's development well with them. Parents speak highly of the childminder and report their children 'enjoy the diversity of activities' and they are 'happy with the service provided'. The childminder ensures parents are clear about their children's time with her and the progress they make, for example, she uses technology such as email and texts as well as a written daily diary to maintain good dialogue.

The childminder provides a happy environment where children make good progress. The childminder takes purposeful steps to maintain her professional development. She has undertaken various courses, for example, in safeguarding and this has increased her knowledge to protect children effectively at all times. The childminder is fully committed to her role, and keen to develop the service she provides. She regularly evaluates the environment to ensure that it meets the needs of individual children. The childminder is proactive in gathering information to support her professional development. She draws on the experience and expertise of other childminders in the area to develop her knowledge and skills. She works closely with the local authority advisory team to identify targets for improvement. The childminder uses self-evaluation well to record and highlight her strengths and weaknesses. This helps her to make changes to her practice that benefit children's learning. However, she does not fully involve parents in this process, in order to develop the educational programme and further support children's achievements over time.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY455281
Local authority	Islington
Inspection number	906558
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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