

Inspection date

Previous inspection date

29/11/2013

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 forming strong bonds with the childminder and they benefit from the close and caring relationships and positive interactions that they share with her.
- The childminder has effective partnerships with parents, which positively contributes to the overall well-being and learning for children.
- The childminder fosters young children's communication and language skills well. She continually talks to them as they play, and responds to their gestures as they make their needs known.
- The childminder has made a good start to her childminding practice. She is well organised and demonstrates a positive attitude towards continual improvement and her professional development.

It is not yet outstanding because

- Outdoor play opportunities do not successfully provide a balance of activities across all areas of learning.

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 activities in the home.
- The inspector engaged in discussions with the childminder.
- The inspector looked at documentation used to support the efficient management of the setting and relating to children.
- The inspector took into account written reference from parents

Inspector

Samantha Smith

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband, teenage daughter and two young children near Cannonbury station in the London Borough of Islington. The whole of the three floor house is available for childminding and there is an enclosed garden for outdoor play. The childminder walks to local schools to take and collect older children. There is currently one child in the early years age range on roll, attending on a full-time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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 learning experiences in the garden to provide a balance of activities across all areas of learning.

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 and her role in supporting children's learning. She provides an attractive and stimulating play environment indoors, with a wide range of toys and resources to support children in the different areas of learning. However, activities in the garden do not provide children with the same balance of different learning experiences to promote all aspects of their learning when outdoors. Children's language development is well fostered and their early communication skills encouraged by the childminder; she provides them with a continuous narrative whilst they engage in activities, and she responds appropriately to them as they learn that their gestures have meaning. The childminder provides good levels of support for young children learning to walk. She strategically stores objects at child height to encourage them to stand to retrieve them and she places things just out of their reach to encourage them to walk to get them.

The childminder supports children in developing their understanding of the world through resources that encourage them to explore. They show great interest and enjoyment as they press buttons, turn knobs and pull levers as they listen to the sounds, explore the lights and explore different textures. They enjoy playing games like peek a boo, copying and imitating actions as they learn familiar gestures such as waving their hands to indicate hello and goodbye.

The childminder effectively identifies children's starting points using information gathered from parents and observations made during the settling-in period. She encourages parents

to contribute towards their children's learning by sharing information about their children with her and she uses this to promote continuity of care and learning.

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

The childminder is currently caring for babies with whom she has built warm and affectionate relationships, which they clearly benefit from. They enjoy the close contact, and the care and affection that they receive from her, which helps them to feel emotionally secure and confident in her care.

The childminder provides a welcoming and child-orientated learning environment, where children can move around freely to access a good range of play materials. She provides a good range of quality toys and resources and children benefit from the great interaction with her. She supports their play well and provides them with the freedom to explore their environment under her careful watchful eye.

The childminder promotes children's health well and follows their familiar routines for rest and sleep according to their needs. She provides regular opportunities for them to engage in physical activity both inside and outdoors. The childminder takes children for walks and on visits to the park to use large play equipment. She also takes children to different playgroups, which they thoroughly enjoy and are becoming more confident with each visit.

The childminder demonstrates a sound understanding of her role in supporting children as they develop their understanding of acceptable behaviour. She has clear boundaries in place and is calm and patient in her approach. She demonstrates a sound understanding of their needs and she sensitively guides and supports them in their play.

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

The childminder has made a positive start to her childminding practice; she shows a real vision for taking this further. She is well organised and ensures that all the required records are confidentially maintained for the safe and efficient management of her provision. She is fully aware of her responsibilities relating to safeguarding and child protection and she takes relevant steps to promote children's safety while in her care. She knows the procedures to follow should she have any concern about a child's welfare. The childminder uses risk assessments effectively to monitor and review safety issues both inside and on outings. She supervises children well, giving them the space to take risks and explore their interests in a safe environment.

The childminder makes regular observations and she is using these to highlight children's achievements, which she compliments using photographs and shares with parents on a weekly basis. She demonstrates a sound understanding of how she intends to use her observations to contribute towards the progress check for children age two years when required.

The childminder has a clear understanding of the benefits of working in partnership with others. She works closely with parents to meet their children's individual care needs. She has good systems in place for obtaining and sharing relevant information with them about their children. Written references demonstrate that parents are happy with the childminder's service.

The childminder evaluates and monitors her practice and the educational programmes effectively. She has identified strengths and areas to develop to improve outcomes for children. She actively seeks advice and guidance from her local authority and liaises with other childminders to support her in further developing her practice. The childminder has enrolled on a level 3 course in childcare to extend and build on her good practice.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY460561
Local authority	Islington
Inspection number	920214
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
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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