

## 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

- The childminder provides good quality learning experiences for children. This enables them to develop successful skills to support their progression across all seven areas of learning.
- Children are settled and happy in this welcoming environment where it is evident that they have established warm relationships with the childminder.
- Children are developing good communication skills as the childminder is duly focused on supporting their language development through fun experiences which encourage expression.
- The childminder has established valuable partnerships with parents. She keeps them well informed about all aspects of their children's care and learning in the provision.

### It is not yet outstanding because

- Although the childminder helps to provide an accessible learning environment for children, she has not ensured that the table and chairs that children sit at are suitably sized to support their independence.
- Although the childminders have begun to develop some helpful self-evaluation practices, these are not embedded to demonstrate how improvements within the provision are to be fully implemented.

## 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 talked with both of the childminders and the children present.
- The inspector and childminder undertook a joint observation of a story time session.
- The inspector looked at the children's assessment records, and a range of other documentation including the safeguarding procedures.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and also reviewed recent parental communications.

## Inspector

Siobhan O'Callaghan

## Full report

### Information about the setting

The childminder registered in 2013. She works with another registered childminder and minds from her co-childminder's house. The co-childminder's husband, two adult children and one young child live at the property. The home is situated close to Drayton Park which is in the London Borough of Islington; this is close to local shops and schools. Children have access to an open plan lounge and bathroom facilities, all of which are accommodated on the ground level. There is no garden available, however, the childminders take children to local parks, toddler groups and stay and play sessions on a daily basis so that children have access to outdoor play.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. Together the childminders are currently caring for three children in the early years age group and one child in the later years age group. Two children attend full time while two attend on a part-time basis. Both childminders have equal responsibility for the childminding practice. The childminders, walk to local schools to take and collect children. They attend local toddler groups and childminding support groups. Both childminders, hold formal National Vocational Qualifications in childcare at level 3.

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

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

- improve seating arrangements for the youngest children to support their growing independence.
- build on the systems for self-evaluation to help identify areas for further improvement across the provision.

## Inspection judgements

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

The childminder effectively plans a broad range of experiences for children across the seven areas of learning. She is duly focused on planning around children's interests and therefore works in partnership with parents to continually gather this important information. The childminder works closely with her co-childminder so they can encompass individual planning within their joint planning systems. Both childminders take responsibility for tracking and monitoring their own key children, which helps to ensure that consistent and clear challenges are set for children. The childminder has in place successful assessment records to implement the progress check for children aged between two to three years of age. She is continually engaging parents in their children's ongoing

learning so that they too can suggest areas to develop. These strong partnerships help to promote consistency and challenge for the children, which enables them to make good progress in their learning.

Children are extremely busy as they confidently access their stimulating environment. They enjoy exploring problem-solving resources where they persevere to build towers with wooden rings of different sizes. Although they do not get the sizes in the right order the childminder acknowledges their achievements and models how they can achieve this task. Children are excited to engage in singing sessions where they move their bodies in appreciation to the songs the childminder sings to them. They are able to engage in action rhymes and excitedly clap their hands when the childminder acknowledges their achievements. Children clearly thrive on this positive praise and want to persevere in their learning.

Children are developing good listening and concentration skills. They enjoy story time with the childminder as she gets them involved by supporting them to turn the pages of the book and to lift the flaps to find hidden objects. She skilfully encourages their language through lots of repetition and repeating new words that children are beginning to grasp.

Children have a good balance of free play and adult-led activities. For example, the childminder organises snack time as a good opportunity to give children confidence to make choices. She presents them with laminated photographs of a variety of different fruits and encourages them to choose which they would like to have for their snack. Even the youngest children who do not yet have extensive vocabulary are able to point to the fruit they wish to eat. Older children are beginning to vocalise which fruits are their favourite and they are confident to request more. Children have good opportunities to be active and to develop their physical skills. Indoors they enjoy playing soft ball games where they are learning to roll and catch to develop their coordination. Outside children enjoy visiting the local parks and playing on more challenging equipment such as accessing slides, a swing and rockers.

Although there are no children attending with special educational needs and/or disabilities, the childminder has a good knowledge and understanding of the importance of early intervention. She values working in partnership with parents and with outside professionals to support children's individual needs. Discussions with parents demonstrate that they are very happy with the care and learning opportunities offered to their children. Parents' comments include, 'my child has settled really well. I feel the childminder really meets my child's individual needs, they are already learning many new skills', and 'there are really good resources to help children within their development.' Partnerships with parents and with the schools that the older children attend are a strength within the provision.

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

The childminder has established secure emotional attachments with the children in her care. Children demonstrate that they feel safe and secure through their confident

interactions with her. For example, they seek her warm attention and clearly enjoy receiving cuddles. Children are happy to lie down and have a sleep after lunch. They have their own bed and linen and are reassured as the childminder is close by. Equally when they awake from their nap they immediately seek cuddles and sit quietly with the childminder until they are completely awake and ready to play again. Children receive effective supervision at all times as there are always two adults present. Therefore, when they are sleeping there is always an adult sitting with them to promote their well-being and safety.

Children are cared for in a safe and comfortable home environment. Both childminders, take responsibility for keeping the environment safe. There are comprehensive risk assessments in place for the home and for all outings that children experience. Children are learning about risks and how to stay safe through practical experiences such as engaging in emergency evacuation drills. The childminder says that children learn about dangers as she teaches them how to cross roads safely and to always stay close. The childminder duly focuses on promoting all aspects of children's welfare. She has a thorough knowledge and understanding of safeguarding issues and the importance of monitoring children's well-being. She has attended recent safeguarding training and has appropriate procedures in place to refer concerns should this be necessary to help protect children's welfare.

The childminders provide a stimulating range of resources which helps to support children's all-round development. For example, children love to explore story props and to play independently with a wide range of role play resources. The childminder is close at hand to offer support and extension and to promote good role models to children. For example, children are learning to share and take turns as the childminder role models these important skills. She gives lots of praise for doing the right thing. For example, even the youngest of children are enthusiastic to help tidy away the toys as they thrive on all the positive praise they receive. Overall, this supports children to develop strong relationships as they learn to also respect one another's needs.

Children are developing many essential self-care skills as they help themselves to water that is always accessible. They are beginning to feed themselves and even help to prepare food for their meals. Therefore, many aspects of developing independence are strong. However, the chairs and table that children sit at to engage in table-top activities and where they eat their lunch are too big. This means that children are unable to sit comfortably as their feet cannot reach the floor. They also struggle to mount the chairs, which they cannot do without adult support. Both childminders acknowledge this as an areas to develop to improve this aspect of children's independence.

The childminder models good personal hygiene practices with children and teaches them about the importance of washing their hands before eating food. Children eat nutritious home cooked meals which are prepared by the co-childminder. Menus demonstrate that children have a healthy balance of foods including lots of fruits and vegetables. Children learn to be active and to understand how physical play is important to their overall health and well-being. The childminder is also mindful of preparing children emotionally for their next stage in learning as she understands the importance of promoting effective transition arrangements. Both childminders have developed effective partnerships with the schools

that older children attend to support their needs.

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

The childminder has a good knowledge and understanding of the learning and development requirements and how to monitor the quality of learning opportunities available to children. This is because she is a qualified and experienced early years practitioner. She has been working within childcare settings for over ten years. The childminder has continued to keep her professional knowledge and skills up to date, which has included attending training around the Early Years Foundation Stage framework. This enables her to implement effective planning and assessment systems in partnership with her co-childminder to promote good quality learning outcomes for children. The childminder demonstrates that she is a reflective practitioner. For example, during a joint observation she is clear to discuss what children are learning and how the experience could be further enhanced to extend their learning experience.

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements. The childminders have jointly developed a comprehensive range of policies and procedures to support their childminding practices. These include detailed safeguarding protocols and procedures that would be followed if an allegation were made against themselves or any member of the household. All of these policies are shared with parents. The co-childminder has ensured that suitability checks are in place for everyone living and working in the household. Both childminders have prioritised training in safeguarding, health and safety and first aid. The childminders have also established valuable partnerships with the local authority and with the local schools that children attend. All of which contribute towards children receiving good attention to their individual needs.

The childminder demonstrates a strong commitment to working in partnership with parents and with the schools that older children attend. She is focused on meeting children's individual needs. She maintains detailed daily diaries, and thorough assessments to keep parents informed about all aspects of their children's care and learning. She welcomes parents' ideas and suggestions which demonstrates her dedication to promoting continuous improvement. However, self-evaluation practices within the provision as a whole are not fully embedded to show where improvement is being prioritised. Nevertheless, both childminders are very keen to develop this aspect of their practice within their newly registered co-childminding provision to improve outcomes for children further.

### **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	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

<b>Unique reference number</b>	EY456686
<b>Local authority</b>	Islington
<b>Inspection number</b>	919396
<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>	6
<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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