

<b>Inspection date</b>	21/01/2014
Previous inspection date	26/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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The effectiveness of the leadership and management of the early years provision		3

## **The quality and standards of the early years provision**

### **This provision requires improvement**

- The childminder has suitable relationships with the parents, which supports continuity of children's care routines.
- The childminder supports children's health and well-being through healthy diets and daily outside play.
- Children enjoy books and story times that appropriately help to develop their literacy skills.

### **It is not yet good because**

- The childminder does not have a fully secure understanding of all the seven areas of learning and development, which means children have fewer opportunities to make good progress in these areas.
- The childminder does not always manage children's behaviour consistently.
- Children have limited opportunities to develop and explore their creative and imaginative skills through messy play experiences indoors.

## 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 playing with the children.
- The inspector sampled a range of safeguarding policies and procedures.
- The inspector sampled children's observation, assessment and learning journals.
- The inspector checked the childminder's suitability to be working with children.

## Inspector

Sue Mann

## Full report

### Information about the setting

The childminder registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children in a ground floor flat in the London Borough of Hackney. There is an enclosed garden for outdoor play. There are currently six children on roll, of which two children are in the early years age range. The childminder walks to local schools and nurseries to take and collect children.

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

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

- increase knowledge of the seven areas of learning to provide challenging and interesting activities to support children's learning and development
- ensure that children's behaviour is managed consistently using age appropriate techniques
- develop the programme for expressive arts and design to enable children to enjoy using their creative and imaginative skills.

### Inspection judgements

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

The childminder gathers information about children's current stages of learning and development through verbal discussions with the parents and her child record forms prior to children starting with her. This enables her to provide familiar activities for children to help them settle and enjoy learning through play. The childminder observes the children playing and keeps written observations, which she links to the areas of learning and development. However, she has an inconsistent knowledge of the seven areas of learning in the Early Years Foundation Stage, meaning that children do not always receive appropriate support and challenges in all of the areas to help them make good progress, such as understanding the world. Although the childminder understands some of the areas of learning and is able to support children in those areas, she is still developing her knowledge of the framework. For example, she supports children's physical development through daily access to her garden and trips to local toddler groups and play centres. However, she is less clear on supporting children's creativity through hands on experiences, such as messy play and painting. Consequently, children are unable to use their senses to explore moving, manipulating and playing with paint, sand or water indoors.

The childminder supports children to develop an interest in books. She has an appropriate range, which cater for the different ages and interests of the children. She encourages children to choose a story and sit with her to listen to the story. The children choose their favourite book and sit on her lap to listen. The childminder uses questions to ask the children about the animals in the book. This encourages the children to think about the story and talk about what the animals may be doing or feeling. The children repeat parts of the story, as the childminder reads it. Consequently, children enjoy listening to stories, which encourages them to develop an interest in books. The childminder supports children's mathematical development as she uses number language in play. For example, while playing with some building bricks, she encourages the children to count how high their models are and what size bricks they are using. She encourages children to name the different colours of the bricks as they build. Consequently, children are able to develop an understanding of simple mathematical concepts, such as smaller, larger and the colours.

The childminder verbally keeps parents up-to-date with what their children do during the day. This ensures that they work together to support continuity of children's care routines.

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

The childminder has suitable relationships with the children she cares for. She gathers information about children's likes and dislikes from the parents, prior to the start of each new care arrangement. This enables her to provide activities, which children enjoy. For example, she provides a range of large building bricks and cars for children who like playing with construction and imaginative toys. The children freely approach the childminder for cuddles and reassurance, this shows that they feel safe and secure in the childminder's care.

The childminder provides some meals and snacks for the children she cares for. She offers them fresh fruit for snack and cooks a hot evening meal using fresh ingredients. The childminder works with the parents when caring for children with specific diets. She caters for their diets and is happy to reheat food, which the parents provide. Consequently, she meets children's dietary needs well. Fresh drinking water is readily available to the children, which ensures that they can help themselves to a drink when thirsty. Children are able to develop a suitable understanding of the importance of leading healthy lifestyles, as the childminder ensures they have daily access to fresh air and physical play.

The childminder shows an adequate understanding of how to manage children's behaviour. However, she does not always take into account children's ages and stages of learning and development when managing their unwanted behaviour. She is not consistent in her approach and expectations, for example, when dealing with children throwing toys, where she sometimes asks the children to sit down for a minute to think about their actions. However, the children are not old enough to understand the reasons for having to sit down, and consequently, become bored and misbehave further. This means that children are not fully able to learn how to manage their own behaviour.

The childminder has links with the local schools and she takes and collects children from nursery. The childminder shares information with the teachers and the nursery staff about the children, which enables her to pass relevant information onto parents when they collect their children.

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

Overall, the childminder shows an appropriate understanding of the safeguarding and welfare requirements for Statutory Framework for the Early Years Foundation Stage. The childminder has had safeguarding training, which means that she knows the procedures to follow should she have any child protection concerns about children in her care. Suitable policies and documentation enables her to record and raise any potential concerns she may have with the appropriate authorities. The childminder has written parental permission to allow her to take children to the Doctors or hospital in place. Therefore, she is able to seek emergency medical treatment should children become unwell while in her care. The childminder carries out daily visual checks to ensure that her home is safe for the children who attend. She reviews her risk assessments periodically to ensure that she is able to safely manage any hazards to children. The childminder has stair gates around her home, which means that children cannot access the kitchen or her children's bedrooms. Consequently, children are able to play in a safe environment.

The childminder carries out some observation and assessment, which she keeps in individual learning journals. However, she is not sound in her knowledge of all of the seven areas of learning and development. For example, she is unsure of how to support children's understanding of the world and expressive arts and design. The childminder uses reflective practice to identify her setting's strengths and weaknesses. She intends to attend training run by her local authority, which will enable her to develop her knowledge of The Early Years Foundation Stage and support children's learning and development further. In addition, the childminder recognises and plans to attend training to help her manage children's behaviour more consistently. This shows that she has the capacity to evaluate her provision and put in place plans to improve.

The childminder has suitable partnerships with parents. She shares their learning journals with them and seeks their views through parent questionnaires. She has links with her local authority development worker, which enables her to access a range of training to enhance her practice. She meets regularly with local childminders at toddler groups, and stay and play sessions. This enables her to seek advice and guidance, which helps her to improve her professional practice

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

## 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>	EY311129
<b>Local authority</b>	Hackney
<b>Inspection number</b>	814988
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26/06/2009
<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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