

<b>Inspection date</b>	13/02/2014
Previous inspection date	10/10/2011

<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
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 requires improvement**

- The childminder's knowledge of safeguarding practices promotes children's safety and security.
- Children are happy and settled, and enjoy a wide range of toys and independent play opportunities, which generally support their learning.
- The childminder works flexibly with parents to ensure children settle and have their care needs met.
- Children enjoy trips out of the home that helps raise their awareness of the community.

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

- The childminder does not plan activities that successfully challenge and engage children in their learning to help them make good progress.
- Children do not have access to fresh drinking water.
- Assessment systems do not allow the childminder to successfully assess and track children's progress to support effective planning.
- There are fewer opportunities for children to explore and investigate outdoors, and develop their physical skills.

## 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 viewed the areas of the home used for childminding.
- The inspector observed the childminder's interaction and children's play activities.
- The inspector asked the childminder questions about her practice.
- The inspector viewed a sample of the childminder's paperwork, including policies and children's records of progress.

## Inspector

Helen Parker

## Full report

### Information about the setting

The childminder registered in 1992. She lives in a house in the Edmonton area of the London borough of Enfield. The whole of the ground floor of the premises is available for childminding. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding one child in the early years age range, on a part-time basis. She walks with children to take and collect children from a local school. The childminder has a National Vocational Qualification level three in childcare.

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

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

- Plan meaningful activities using the children's next steps for learning that challenge and engage them.
- Ensure children have access to fresh drinking water.
- Improve the opportunities for children to access regular planned outdoor play on a daily basis

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

- enhance ways to assess all children's progress in order to highlight any concerns or issues in their learning and development.

## Inspection judgements

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

The childminder has an appropriate understanding of child development. She supports children to engage in spontaneous play, following their own ideas, for example, stopping to look at worms on the walk home from nursery. This supports children's interest and curiosity in the natural world. Planning and assessment systems are not fully successful. The childminder completes appropriate observations of children as they play and relates these to the seven areas of learning within the Early Years Foundation Stage. These provide good examples of emergent writing and simple mathematical activities, such as weighing, to show what children learn. However, the childminder does not use this evidence well to plan purposeful activities using the children's next steps for learning. This

means, that whilst children enjoy the many free play opportunities, they do not receive consistent and meaningful challenges through well-planned activities. The childminder does not assess children's learning against appropriate developmental milestones so that she can monitor the progress they make, and identify any gaps in their learning.

The childminder builds on the children's learning experiences from nursery by asking children about the activities they engage in. The childminder reinforces by for example, discussing the letter of the day with children, offering new words and extending their vocabulary. This encourages children to share new experiences they enjoy, with the childminder, and develop their communication and language.

The childminder supports children's literacy skills by reading stories to them and commenting on their play. This helps children to enjoy books and develop their awareness of the types of information books can provide. Children have a wide range of resources to choose from, such as books, dolls, trains and building bricks, and engage in much free play. This helps to develop their interests and promotes their independence.

The childminder is mindful that some children do not have opportunities for experiences, such as taking a bus ride, and includes this into her weekly routine. She plans excursions during the school holidays, with parental permission, so that children can explore further afield, such as the wildlife park and museums. These trips enable children to explore their environment and expand their knowledge of the world they live in.

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

Children are happy and well cared for by the childminder. They have a warm relationship with her and are pleased to see her after a morning at nursery. The childminder supports children to be independent, for example, when they use the bathroom facilities. She reminds them to ask if they need any help. The childminder's house is safe, secure and welcoming. For example, she keeps the front door locked to ensure that children cannot let themselves out, and toys are in good working order. The back garden is not currently in use. This limits children's opportunities for outdoor play to explore and investigate nature and be physically active, although, the childminder does include some opportunities for them to visit the local park to play.

The childminder appropriately supports children's safety. She reminds children how to cross the road safely on the walk home from nursery, so that together, they stop and look for traffic. The childminder is a positive role model. She praises children for their good behaviour and manages inappropriate behaviour well. This helps children learn about rules and expectations for positive behaviour as they form friendships with others. This shows the childminder appropriately prepares children for the next steps in their learning, for example, going to school.

The childminder works with parents on issues, such as healthy eating. She provides appropriate support for those children who have limited diets, encouraging them to try new and healthy foods. Children enjoy mealtimes, where the childminder prepares food,

taking into account any individual dietary needs. However, she does not provide children with access to drinking water, which means they have to ask for drinks when they are thirsty. This does not fully support children's health.

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

The childminder has a satisfactory knowledge to the Early Years Foundation Stage. She has a secure knowledge of safeguarding procedures to support children's well-being. She has policies in place that outline her procedures to follow, should she have any child protection concerns. The childminder uses appropriate documentation to support children's care needs. She works with parents and other settings to share relevant information about the children to support continuity in their care and learning. The childminder meets up with other registered childminders, to share childcare information and knowledge. She hopes to complete online training to help develop her skills and improve outcomes for children.

The childminder uses her knowledge of how children learn to help her identify when children are not developing as she would expect. However, weaknesses in the planning and assessment systems do not support her well to monitor this effectively. The childminder has a good knowledge of where to seek help for those children who may require additional support to help them progress, such as speech therapy.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	160066
<b>Local authority</b>	Enfield
<b>Inspection number</b>	814238
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/10/2011
<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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Piccadilly Gate  
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M1 2WD

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