

Inspection date	26/03/2014
Previous inspection date	21/01/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are highly motivated and achieve exceptionally well in this well-resourced environment.
- Teaching has a consistent focus on individual children and family needs, so that children make excellent progress in their learning and development.
- Teaching and planning are of high quality and children are very enthusiastic in their learning and play.
- Informative assessments are sharply focused, based on the childminder's comprehensive knowledge of each child, in order to map their progress.
- Partnerships with parents and other professionals are excellent. The childminder gives the highest priority to children's health and well-being.
- There are robust safeguarding and risk assessment procedures in place. Children feel safe and secure and this promotes their emotional well-being.

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 children's activities in the living room, kitchen and garden.
- The inspector reviewed the childminder's policies and documentation, including those for safeguarding and suitability records.
- The inspector discussed the childminder's practice with her and her assistants.
- The inspector took account of the views of parents' written references.

Inspector

Catherine Greene

Full report

Information about the setting

The childminder registered in 1996. She lives with her two adult children in a house in the Crouch Hill area of the London Borough of Islington. All areas of the home are available for childminding. There is a garden for outdoors play.

The childminder currently has eleven children on roll with six children in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and works with two assistants. The childminder collects children from the local schools and attends several play groups on a regular basis.

What the setting needs to do to improve further

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

- review and continue to develop the systems for self-evaluation in order to maintain exemplary practice.

Inspection judgements

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

Children have outstanding opportunities to learn and achieve and are making exceptionally good progress. The childminder and her assistants know the children really well so that they are very aware of their individual needs and interests. Children show that they feel valued and they flourish in this motivating environment.

The childminder's encouraging approach towards diversity and inclusion means that children develop a highly positive awareness of themselves and others. This was recently achieved when the childminder organised an Olympic event at the park for a group of local childminder's and children. Children represented different countries and celebrated together as they competed in events. They delighted in their achievements as they received their medals.

Children eagerly choose what they would like to do from the plentiful resources. They develop their own ideas and are creative in a fun learning environment. They enthusiastically play with the pirate ship and small world figures and laugh with delight as they use their imaginations to 'go on an adventure'. The childminder teaches children very well. They can count in context, so that they successfully manage to name and count how many dinosaurs they have in the collection. This approach means that children are well motivated to learn because they enjoy their activities. Children make particularly good progress in their communication and language skills. The childminder challenges children's

thinking skills well and gives them plenty of time to respond to questions. The environment is rich in language, with music, singing and books that children actively choose for themselves. They enjoy listening to the childminder and her assistants singing songs and telling stories to them. Doing so helps children gain extremely useful skills for when they move on to school.

Thorough assessments and observations are used to develop planning and identify children's next steps in learning. This means that learning is progressive and that children progress at a pace suitable to each one individually. Excellent communication between parents, early years providers of settings children also attend and the childminder, helps to promote consistency in children's care and learning. Parents are provided with regular opportunities to meet with the childminder and discuss their children's achievements. They regularly contribute to assessments of children's progress, including the two year progress check. The childminder provides parents with high quality information so that parents can be involved in children's continuous learning and development.

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

The childminder and her assistants show great warmth and kindness to the children. Consequently, children approach them with complete confidence to express their needs. Children say when they want to join in with a specific activity and talk about their interests in dinosaurs and pirates with confidence. They develop outstanding social skills during the engaging and relaxed lunch time as they sit in a large group at the table and hold conversations. The childminder supports children to develop an excellent understanding of healthy choices as they really enjoy eating the nutritious snacks and meals that are fresh and home cooked. Children play in a clean, homely, stimulating environment with plenty of resources that are in labelled drawers with pictures and words so that children can self-select. They are able to choose writing, drawing, craft and messy materials easily and freely to further promote their choices and enjoyment.

Children are curious to explore the setting and confident to ask when there is something they need. Younger children and siblings successfully mix with the older children. They enjoy opportunities to explore the natural world around them when playing in the large garden and on the many outings to parks, farms and local places of interest. Children confidently transport each other on bikes and enjoy the challenge of exploring the different levels in the garden. They use resources safely, for example, they know that only one person can ride the car at a time.

Daily routines are well established by the childminder who enjoys her work. She promotes consistent outcomes for children and encourages an excellent attitude to learning through her high expectations. Secure relationships with the childminder promote children's self-esteem and their ability to learn. Their behaviour skills are impressive, as they know how to cooperate as they play. They learn to value and respect each other as the childminder teaches them how to appreciate each other. The childminder is gentle in her approach and acts as a good role model. As a result, children show great respect for the childminder and her assistants. They play harmoniously together, waiting for their turn and sharing toys

and resources. They enjoy each other's company and have made firm friendships.

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

The childminder has an excellent understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. All the necessary documentation for the safe and efficient management of the setting is up to date and well organised. The childminder carries out robust risk assessments to minimise hazards and the premises are secure. As a result, children can play and learn in safety. The childminder and her assistants have a secure understanding of safeguarding procedures and know what to do if they are worried about a child. The clear safeguarding policy includes procedures to restrict the use of mobile phones. There are clear whistle blowing procedures and these ensure that the childminder and her assistants can raise concerns if needed. The childminder demonstrates a secure understanding of when she would need to report any significant events to Ofsted and keeps appropriate records. The childminder follows well developed procedures for training and monitoring her assistant's suitability. The childminder and her assistants are appropriately experienced and qualified for their roles. Assistants new to the setting are interviewed, follow an induction and are well supported and supervised. There is a strong focus on children's safety, security and happiness. The childminder practises regular fire drills with children. All adults working in the setting renew their first aid training at three year intervals so they can deal with minor injuries. As a result, the childminder is able to protect children to a high standard.

Parents state that they appreciate the time that the childminder gives them. They say that they know that they can make suggestions to her about what their children need and that this will be incorporated into their children's learning. The childminder is very knowledgeable and has close links in place to support any necessary interventions for children, and will work with other professionals where needed.

The childminder is able to use self-evaluation highly effectively drawing on her many years of experience. The continual review of self-evaluation in order to maintain the exemplary practice of the childminder's setting is an area for on-going development. She has a strong understanding of the strengths and weaknesses of her setting and has completed a thorough self-evaluation process, involving parents, assistants and children. She has identified clear areas for improvement and has high ambitions to continue to improve the already exceptional quality of her setting.

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	133163
Local authority	Islington
Inspection number	953401
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	18
Number of children on roll	11
Name of provider	
Date of previous inspection	21/01/2010
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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