

<b>Inspection date</b>	23/01/2014
Previous inspection date	17/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 enjoy a welcoming, well-resourced environment in which they find interesting things to do to learn through play. Teaching has a consistent focus on individual children and family needs, so children's needs are met.
- The childminder effectively identifies children's starting points, their progress and future learning needs, so that learning steadily builds on what children already know.
- The childminder's safeguarding systems are thorough, so children play in safety and their welfare is protected.
- The childminder demonstrates a strong ability to improve her practice, which benefits the children.
- The childminder has imaginative and effective systems to work in partnership with parents which involve them in children's learning and contribute to children's progress.

#### **It is not yet outstanding because**

- In the main play area younger children cannot always find the items they want to play with easily for themselves, to support their independent play as well as possible.

## 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 childminder's home that are used for childminding.
- The inspector reviewed the childminder's policies and documentation, including those for assessing children's development and safeguarding.
- The inspector observed the interaction between the children and the childminder.
- The inspector discussed the childminder's practice with her.

## Inspector

Catherine Greene

## Full report

### Information about the setting

The childminder started minding in 1994 and registered with Ofsted in 2001. She lives with her two adult children in Highgate, North London. All areas of the property are used for childminding purposes. The premises are accessed by several steps leading up to it. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

There are two children in the early years age group and two children after school on roll. Currently, all children attending do so part time. The childminder walks to local schools to take and collect children. The childminder attends local toddler groups and childminding forums.

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

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

- extend opportunities for younger children to find and choose what they want to play with easily when guiding their own play, such as by re-arranging the presentation and storage of resources.

## Inspection judgements

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

The childminder shows a secure knowledge of how to support children to make consistent progress in relation to their starting points. The childminder carries out regular observations to find out what children can do. In addition, she gathers information about children's starting points so she can plan activities and experiences that support children's next steps in their learning and development. This means that learning is progressive and builds on what children already know, understand and can do.

The childminder provides a wide range of play activities for children to choose. The childminder helps children understand the importance of respecting their environment as she teaches them to tidy away, using imaginative techniques that encourage all children to take part. In the main play area, the easy accessibility of the resources is not so well developed for the younger children to be able to make choices about their play. This prevents them from quickly finding items they want to play with so that they do not become fully independent as learners in preparation for the next stage of development.

The childminder encourages older children to express their views through group times and discussions, which enables them to have a say in what they would like to do. For example, the oldest children are enjoying helping to 'care for the baby' and put forward suggestions

about what they would like to play with next. This approach means that children are well motivated to learn because they enjoy their activities and their communication and language development is supported.

The childminder uses clear questioning techniques to help children to make sense of their learning. For example, she provokes thinking when children play with blocks, by asking children if they need more to build the wall to make their house secure. This teaching technique helps children to gain an understanding of mathematical ideas such as how many blocks they need as well as making connections between how they fit together to balance and make a firm structure.

Children enjoy listening to the childminder sing songs and tell stories to them. Doing so helps children gain a useful skill for when they move on to school. Children respond by moving their bodies to the rhythm, showing their enjoyment. Children of all ages are able to learn to enjoy reading and looking at books. The good quality range of books is well organised so that children are able to relax and enjoy looking at books together with their friends and the childminder. The childminder helps children to learn how to write their names, through the use of songs and rhymes which helps them to learn what sounds each letter makes. This helps children to gain confidence by being able to write their names on pieces of work they complete. Again, an ability to enjoy books and to be able to write is useful preparation for school.

The childminder provides further practical help to prepare children to move on to nursery and school. This support ensures that children are able to explore their new environments from the security of having their familiar adult with them.

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

The childminder builds a secure attachment with children and is a special person to turn to should they be upset or in need of a cuddle and reassurance. The childminder provides children with a gradual settling-in period which means that they are able to get to know her and their new surroundings. This approach helps babies separate easily from their parents. The childminder has valuable discussions with parents to ensure she has a wealth of information about children's individual routines and needs. This means she has all the information she needs in order to meet children's needs and provide appropriate toys for the stages of development.

Older children are happy, confident and outgoing. They respond well to the consistent and supportive care offered by the childminder. They interact easily with the childminder and the other children. These relationships are supported by a system that is flexible and based on the children's and families' needs. Older children confidently put forward their ideas when playing, which the childminder acknowledges. She encourages children's ideas further by making suggestions as to what the children could do next. This enables children to begin to learn to make decisions about their activities and take responsibility for their learning. Consequently, children are confident, and prepared for the next stage in their learning or the move to school.

Children behave very well with the childminder. Older children follow her instructions; for example, to go and wash their hands and then sit down to have a drink and a snack. This reflects a positive attitude to doing what adults ask, showing good preparation for school. Young children's care needs are met well, for example, nappies are changed regularly by the childminder. All children enjoy daily fresh air at the park and children centre. Children develop good physical skills as they enjoy running, jumping and balancing on the play equipment and exploring nature in the park.

The childminder works closely with parents to ensure that all children's dietary requirements are met and that children are able to enjoy a varied range of healthy, balanced and nutritious meals. The childminder ensures that any dietary needs children may have are recorded on the children's record forms and are on lists in the kitchen. This means that children are not given any foods that may cause allergic reactions or are against cultural preferences.

The childminder teaches children how to keep themselves safe. She uses spontaneous opportunities to remind them safety. For example, by responding appropriately to their questions and listening to them as they tell her how to operate the buttons on the programmable toy so that they do not catch their fingers. Children's behaviour is very good. This is because they are fully occupied and receive plenty of praise from the childminder who acts as a good role model. This praise raises children's self-esteem very well and encourages them to have a go at all the activities. The older ones particularly are independent learners and very proud of their achievements.

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

The childminder shows a clear knowledge and understanding of both the learning and development, and safeguarding and welfare requirements. She works hard to establish a safe and welcoming environment for all children. The childminder demonstrates through discussion and available documentation how she meets the safeguarding and welfare requirements of the Early Years Foundation Stage. She shows a clear understanding of what she would do should she have a concern about a child in her care. This includes when, and who, to contact in the event of a significant incident. In addition, child protection procedures are regularly covered at the children centre forums and during training sessions, which ensures that the childminder has an up-to-date knowledge. Although the childminder demonstrates a commitment to improving her practice through undertaking regular training, she does not have an early years qualification. She is fully aware of how to work with external safeguarding agencies should the need arise, including when it is necessary to inform Ofsted on any significant events.

Risk assessment and daily visual checks are used well to ensure that the childminder's home is safe for the children. Procedures for dealing with and recording accidents are suitable and well-understood. All records are stored with good regard to confidentiality. Arrangements ensure that all accidents are clearly recorded and that relevant information

is promptly shared with parents. The childminder receives first aid training to ensure that she is well equipped to respond appropriately to children's needs if an accident should occur. Children are well supervised at all times by the childminder. All areas of the childminder's home are suitable for children to use and the premises are maintained well. For example, the childminder ensures that the environment is clean for children to play in.

The childminder uses reflective practice well to formulate clear action plans that promote the continuous improvement of her setting. She uses the feedback from meetings with the local authority advisor and from parent questionnaires to find out what is being done well, and what can be done to improve. The childminder has successfully met recommendations made at the last inspection, which demonstrates her determination to drive improvement.

All children's record forms and documentation are in place to support children's well-being and maintain confidentiality. The childminder monitors the quality of observations, which means that she is able to plan appropriate activities to support children's next steps in learning. Consequently, children are ready for the next stage in their learning or the move into school. Children are able to meet their teachers prior to going to school, as the childminder has links with the local schools.

The childminder works hard to promote positive partnerships with parents. A range of information is available to parents about the childminder's setting. This includes what their children have been doing each day. In addition, parents are able to join their children for special events with the childminder. Parents are invited regularly to view their children's 'learning journals' and talk with the childminder. This system enables parents to put forward any views that they have about their children's learning or development. Consequently, the childminder is able to seek specialist advice to help all children make consistent progress towards the next stage in their learning, so that gaps in their learning close.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary 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>	140224
<b>Local authority</b>	Haringey
<b>Inspection number</b>	946224
<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>	4
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/03/2011
<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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