

Inspection date

Previous inspection date

06/05/2014

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 and her co-childminder work well as a team in supporting all children's development.
- Children's learning is planned and monitored successfully and according to their individual interests and developmental stage. As a result, they are making good progress.
- The childminder provides a welcoming, well-resourced and stimulating environment.
- Children respond readily to the childminder's friendly, welcoming approach, which helps them feel relaxed in her care.

It is not yet outstanding because

- The childminder does not share information with other settings regarding children's progress towards the early learning goals to support joint planning, so children make the most of their learning.

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 spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector took account of parents views following discussions with them.
- The inspector looked at the childminder's self-evaluation document, written policies and procedures, and the children's records.
- The inspector sampled children's learning records and discussed with the childminder how she supports children's learning and development.

Inspector

Sharon Henry

Full report

Information about the setting

The childminder registered in 2013. She lives with her adult sister in Tufnell Park in the London Borough of Islington. The whole of the bungalow is used for childminding. A small courtyard garden is available.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are three children on roll. The childminder regularly works with a co-minder and sometimes also works with an assistant.

What the setting needs to do to improve further

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

- improve information shared with other settings that children attend to include children's progress towards the early learning goals.

Inspection judgements

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

The childminder provides a stimulating and interesting educational programme that enthuses and motivates children to participate and succeed. The childminder is very well organised, providing an environment where children are encouraged to be independent learners. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage and effectively plans for children's learning. This ensures that effective monitoring of children's progress takes place. The childminder has started to record detailed observations and assessments and is using these in identifying children's next steps in their learning. There are regular opportunities for parents to discuss and view their children's learning records. The childminder provides a lovely personalised scrapbook for each child that links to her observations and assessments. This details their learning journeys through photographs of their achievements, activities they have participated in and examples of their artwork. Children are happy and content with the childminder. They have access to a range of interesting and challenging experiences to support their learning and development needs. The childminder interacts well with young children and plays alongside them, closely helping them gain confidence. Children express themselves creatively and develop their senses through a very good range of media such as painting activities, dough and using glue to make their own unique creations. For example the colourful spring displays show how children use a range of resources such as cotton wool and tissue paper.

The childminder takes children to toddler groups so that they can learn to socialise and mix with other children. They enjoy using the slide and wheeled toys in the garden which

provide appropriate physical challenges. The childminder also makes effective use of indoor play facilities where children enjoy the freedom of play in ball pools. Children receive plenty of stimulation from the attentive childminder who talks to them about their activities and takes note of their gestures and facial expressions as they communicate their wishes to her. They listen with concentration to stories and point out characters and features in picture books. Children's communication and language is supported as the childminder uses open questions well, asking children about what might happen next, to encourage them to think for themselves.

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

Children form close bonds with the childminder and her co-childminder and are comfortable and at home in her care. They settle well because of the information shared with parents regarding their routines and home life. This also enables the childminder to value and include the children within the setting and they develop a strong sense of belonging as a result. Even the quieter children express their needs and choices, demonstrating confidence in their environment. Children behave well because they are occupied well and supported by the childminder. The childminder's good role modelling and meaningful discussions, help children to be responsible and to consider the needs of others. For example, children learn to help and encourage each other and use good manners.

The childminder promotes children's healthy lifestyles to a high standard. Children are cared for in a very clean and well-maintained environment in which they practice very good personal hygiene routines. They enjoy well-balanced, home-cooked meals and healthy snacks such as pasta and fruit to maintain their good health. The childminder shares menus with parents so that they are know about and are happy with the children's meals.

Children's safety and well-being is of paramount importance to the childminder. She has highly successful systems to maintain a very safe and secure environment and supervises children very closely at all times. As a result, children move around freely and safely at all times and also learn about keeping safe very effectively. For example, they learn about safe road crossing using traffic lights and practise the emergency evacuation procedure. As a result, they learn about safe behaviour on outings and when playing at home.

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

The childminder meets the safeguarding and welfare requirements. She is aware of safeguarding issues, has an understanding of how to keep children safe and respond to any concern about a child. The childminder has an effective knowledge about how to promote the health and safety of children and promote safe practices. She carries out written assessments for outings and of her premises and has taken effective steps to make her home safe so children are able to move around freely and safely. The

childminder understands her responsibilities in promoting and monitoring children's learning and development. She uses published guidance documents to analyse her observations and monitor children's progress towards the early learning goals.

The childminder forms very positive partnerships with parents who report in written feedback, that they couldn't be happier with the care and support given by the childminder. They note their children have flourished since going to the childminder and that her home environment is really welcoming. The childminder provides parents with copies of her policies and works well with them to take care of their children. For example, she obtains written parental permissions for taking children on outings or for any necessary emergency medical treatment. This actively promotes continuity in children's care and gives reassurance to parents about how their children are looked after. The childminder works in partnership with other settings that children attend in order to ensure that general information regarding their well-being is shared. However, this partnership does not include the two-way sharing of information regarding children's learning and development progress to support consistency through joint working with others.

The childminder works closely in partnership with parents and takes great care to ensure children's transition from their home to the childminder's, is as smooth and stress free as possible. She gains information from parents about children's routines and starting points which she uses effectively to support children's individual needs. Parents receive regular information about their children's progress through informal discussions. The childminder identifies areas for improvement and implements an ongoing action plan. For example, she has developed a new method of monitoring children's progress which effectively shows how children are developing in line with the areas of learning and towards the early learning goals. The childminder has a strong commitment to her own further improvement by attending short training courses.

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

Unique reference number	EY460194
Local authority	Islington
Inspection number	933872
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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