

Inspection date

07/05/2014

Previous inspection date

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.
- The childminder provides a wide range of resources which interest children and motivate them to learn.
- Children benefit from highly successful systems that help them feel settled, safe and secure. As a result, they are forming very secure attachments with the childminder.
- Children are happy, motivated and eager to learn. They show good levels of independence and they are confident and inquisitive. This builds a strong foundation to secure their future learning.

It is not yet outstanding because

- Although the childminder finds out about the children when she first cares for them, she collects less information about their learning and development in order to prepare resources and activities that provide sufficient challenge for their stage of development.

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 view following discussions with them.
- The inspector sampled children's learning records and discussed with the childminder how she supports children's learning and development.
- The inspector looked at the childminder's self-evaluation document, written policies and procedures, and the children's records.

Inspector

Sharon Henry

Full report

Information about the setting

The childminder registered in 2013. She works from another childminder's home where they sometimes also work with an assistant. The whole of the bungalow in Tufnell Park in the London Borough of Islington, 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.

What the setting needs to do to improve further

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

- improve the quality of information gathered about what children can already do as a starting point for providing activities that interest and challenge them.

Inspection judgements

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

Children make good progress in all areas. This is because the childminder has a good understanding of how to promote children's learning. She makes relevant observations which she enhances with the use of photographs to show children engaged in different activities. 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. Parents stay informed about their children's progress and periodically take their child's learning and development folder home to look at. This enables them and the childminder, to have a shared approach to identifying the next steps for children's learning. However, the information the childminder gathers at the start of children's placements is more focused on their care needs than what they can already do to help her provide suitably challenging activities for them. The childminder's effective planning makes sure activities and experiences are challenging and help children to make the most of them. Consequently, she provides good experiences to promote children's learning in all areas.

Children are happy and settled and form close and loving attachments with the childminder and her co-childminder. They explore freely and with curiosity and play contentedly with their favourite toys. Children enjoy playing alongside others in their small group while they are learning to share, take turns and help each other with consideration. Children listen well to others talking and respond to the childminder's requests positively. Very young children express themselves well through shrieks of

delight and continuous smiles, they respond to the childminder's interaction and cuddle in warmly to her when she picks them up. The childminder is very nurturing and is sensitive to the needs of the children. For example, she recognises when young children are becoming distressed due to teething, comforting and reassuring them by gently stroking their cheeks.

Children are confident communicators. They use language to express their needs and enjoy the childminder talking to them about their activities as they play. The childminder encourages them to increase the range of vocabulary they use and extend their sentences as she frequently repeats words back to them. Children's communication and language is further enhanced as they have the opportunity to recall past events. The childminder reminds them of when they went to the farm which leads to a discussion about the different animals they saw and the different sounds they made.

Children develop a love of books. They have a good range of easily accessible books available and visit the library every week to select from a wider range. They enjoy sharing books with others, they point out the characters and name the animals they see. Children sometimes use the sounds the animals make to show their understanding. For example, they find the pig they say 'oink oink'. The childminder promotes children's understanding of the natural world through digging and planting activities in the garden and exploring the well-equipped treasure basket. They enjoy splashing and filling and emptying containers while playing with the water in the garden. The childminder skilfully seizes this opportunity to further children's learning as she points out and talks to them about the different objects in the water. Children become excited as they try and catch the bubbles and then show delight when they successfully blow their own bubbles. Children's creative development is well supported. Displays show children use a range of resources to create colourful artwork. For example, they use materials such as feathers, buttons and coloured sand to create Easter eggs.

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

The childminder is skilled and sensitive in helping children to form secure and emotional attachments, providing a base to promote their personal, social and emotional development. As a result, children are happy and secure in the environment. They respond well to the childminder's positive interaction and have clearly built positive relationships with her. Children are interested and involved in a wide range of activities. They are engaged, play happily and learn successfully, effectively supported by a childminder who knows them well.

The childminder encourages children to stay healthy. She maintains high standards of cleanliness within the setting which helps to minimise the risk of the spread of infection. Children enjoy a balanced, nutritious range of meals and snacks along with daily fresh air and exercise and these routines support them in establishing healthy life-styles. The childminder effectively supports children to gain an awareness and understanding of possible dangers. She does this by giving simple explanations as situations arise. For example, she reminds younger children to be mindful of the step from the front room to

the garden.

The childminder conducts clear risk assessments of her home. As a result, children move freely and safely between the playroom, kitchen and lounge to access toys or for a quiet time reading stories or settling to sleep. The childminder monitors them carefully using a listening device and during regular checks when they are sleeping. Children feel safe in the childminder's setting. The childminder is always close by for support when needed and as a result, children explore independently. They know she is there even when out of sight because she talks to them continually, therefore offering reassurance.

Children display good behaviour as they respond to the childminder's consistent and positive role modelling. They develop good self-care skills, learning how to use a spoon competently and make choices about the food they eat. Children are supported to live healthy lifestyles as there is a successful focus on outdoor activities. They enjoy visits and outings such as to the zoo and farm, which enable them to develop confidence in new experiences and help them to socialise. The childminder recognises and praises children's efforts as well as achievements, enabling each child to develop a positive sense of identity. Children have suitable opportunities to learn about other cultures and beliefs as the childminder provides a range of activities and experiences that help children to appreciate difference and value and respect others.

Children are valued and treated with kindness and respect. Their artwork is displayed on the walls in the setting promoting a sense of belonging and raising children's self-esteem. Children are developing their understanding of sharing and taking turns through the effective support of the childminder. For example, younger children are encouraged to share toys and not take them from each other. Effective praise and encouragement reinforces children's understanding of expected behaviour.

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

The childminder is an experienced and committed professional who wants to ensure children receive a high level of care whilst in her charge. Children clearly enjoy being with the childminder and feel welcome and secure because of the warm relationship she has established with them. Parents also express their complete confidence in her provision for the children and say that they find the childminder and her co-childminder are very calm, warming, loving and patient. They say their children are always very well looked after and therefore enjoy their time with the childminder. Parents are happy in the knowledge that their children are being well looked after and pleased with the progress they make. Sharing information with parents is a key feature through direct access to their children's Learning Journeys and the home diary.

The childminder has a good knowledge and understanding of the requirements of the Early Years Foundation Stage. She has effective systems in place to help safeguard children's welfare. For example, she conducts thorough risk assessments and keeps

records of visitors, fire drills and has up-to-date policies and procedures. The childminder has a good understanding of the correct safeguarding procedures to follow in the event of any concerns. For example, she knows who to contact to report her concerns to which further promotes children's welfare and safety. She has recently updated her knowledge by attending the local authority safeguarding training.

The childminder has made a positive start to her childminding career and demonstrates a strong drive to build on her success. She is open to the views of parents and seeks these through daily conversations. She demonstrates a good commitment to maintain continuous improvements to the quality of her provision and personal development. She has completed an accurate self-evaluation form and has identified many aspects for improvement to her provision which will have a positive impact on the children in her care. She has established close links with the local authority and welcomes guidance and recommendations which she is proactive in addressing to improve outcomes for children.

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	EY465530
Local authority	Islington
Inspection number	939421
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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