

Inspection date	29/05/2014
Previous inspection date	22/01/2013

The quality and standards of the early years provision	This inspection:	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 demonstrate that they are secure in the childminder's welcoming, child orientated home environment. This means they feel confident to explore and investigate as they play.
- The childminder demonstrates a good level of commitment to ongoing improvement. She reflects on her practice effectively to promote her professional development. This means she remains motivated and inspired to offer good care to children.
- The childminder plans activities to reflect the individual development and learning needs of each child. As a result, children are challenged and excited as they play.

It is not yet outstanding because

- The childminder does not consistently use written or picture labelling in the environment. This slightly reduces opportunities to promote children's understanding of the written word and what it means.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector completed observations of the children.
- The inspector sampled documentation the childminder uses to support her work.
- The inspector discussed the systems the childminder uses to observe and record the children's progress.
- The inspector talked to the children, childminder and the assistants.

Inspector

Julie Biddle

Full report

Information about the setting

The childminder registered in 2006. She works with her daughter, who is also a registered childminder, at her ground floor flat in the London Borough of Haringey. Her daughter's husband and two children also live in the flat. The childminders work together as a team and employ an assistant. Children have the use of a large play room and a small quiet room. They have access to a garden for outdoor play. The childminder is registered on the Early Years register and the compulsory part of the Childcare Register. Currently there are six children in the early years on roll.

What the setting needs to do to improve further

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

- consider ways to extend children's language development, for example, by providing written words and pictures as labels to describe objects in the play environment.

Inspection judgements

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

This kind, caring childminder has created a warm, welcoming and stimulating environment for the children in her care. This provides them with a secure base from which to learn. She uses her knowledge and experience to plan a range of challenging and exciting experiences for the children. The childminder completes thorough observations of children's achievements. This enables her and the assistants to assess each child's progress effectively and supports her planning for the next steps in their learning. As a result of the effective teaching and the range of learning experiences children make good progress and are ready for the next stage in their learning.

Children make their own choices about their play. This helps them develop their independence and confidence. For example, when the children ask to play with dinosaurs the childminder responds with enthusiasm, asking the children the names of the dinosaurs. She links these conversations to talking about size asking the children to describe which are the biggest and smallest of the creatures. The childminder supports the children's communication and language skills well because she talks to them all the time as they play. Although the children gain confidence in asking for toys the resources are not labelled meaning children do not have the opportunity to link words and letters to objects. Children enjoy reading books both alone and with the childminder to develop their literacy skills. They snuggle down on soft cushions at story time and talk about going to sleep as they listen intently.

The childminder uses all experiences as an opportunity for fun and learning. For example, when the children build houses for the dinosaurs she asks the children to think about if the roof needs to be higher or lower. This promotes children's good awareness of mathematical concepts through practical experiences. Children have a good range of opportunities to develop an understanding of the world. For example, they visit the park and the library where they use challenging play equipment and meet new friends. Children enjoy the outdoor environment they have fun in the garden making use of bikes scooters and a trampoline. The trampoline is fully netted meaning children are safe when they use it. Children use their imaginations well as they enjoy play with a range of toys for example they use phones to call their friends, laughing as they chat to each other about their activities.

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

The childminder provides a welcoming, calm environment where children feel secure and comfortable. The children are very well settled and form happy attachments to the childminder and the assistants. Both childminders and the assistants know their roles and are successfully deployed this further adds to children's feelings of security. The childminder promotes the children's emotional well-being by understanding their individual care needs and through calm and consistent interaction. The children confidently approach the childminder for cuddles and support when they are feeling upset or need help with an activity.

Parents recognise and value the warm and caring relationship between the childminder and the children. The childminder reminds children to share toys and resources as she encourages them to play together and to understand about acceptable behaviour. Children are supported well to develop their confidence, independence and social skills needed for the next stage of their learning and when they transfer to school.

The childminder gives good attention to children's health and well-being because she has a good understanding of healthy eating. She effectively uses activities as learning experiences for the children. For example, when the children eat their lunch she talks to them about healthy foods and encourages them to eat their vegetables. Children are positively encouraged to use cutlery at meal times. This promotes the children's confidence in their abilities and supports their growing independent skills effectively. Furthermore, the childminder gently reminds the children about sitting down to eat food to avoid choking. This raises children's good awareness of the importance of safe practices.

The children adopt good personal hygiene routines because they wash their hands before they eat. In addition, the childminder talks to the children about the importance of cleaning their teeth after eating. Children go for walks in the community or play in the garden so they benefit from the fresh air and exercise this provides. They regularly use the large play equipment at the local park, so gaining an understanding of the need for physical exercise. Younger children are supported to move around the garden and the home safely.

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

The childminder demonstrates a good understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. She makes effective use of self-evaluation talking to her assistants and identifying areas of their work where she wants to develop skills further. For instance, she has attended training organised by the local authority to enhance her knowledge and understanding. She has also made enquires about further training available for both her and the assistants. This demonstrates the childminder has a positive approach to continuing her professional development and a strong capacity to sustain and drive improvements.

The childminder understands her responsibilities regarding child protection. She has a good awareness of the procedure to follow if she has any concerns about children in her care. The childminder's safeguarding policy includes clear procedures including restricting the use of mobile phones. The childminder monitors the practice of her assistants and together they supervise children closely. They know their areas of responsibility and make sure they are well deployed throughout the home and garden. The childminder has organised the space in the home so children can move safely and with confidence. Both childminders and the assistants complete risk assessments to ensure the safety of the children is maintained. For example, children know when they play on the trampoline they must keep the net closed. Older children understand how to take care when younger children are also bouncing.

The childminder is self-assured and enthusiastic in her work with the children. She has developed a well-organised and child-orientated environment to enable children to play and learn successfully. The childminder demonstrates a secure understanding of completing required progress checks for two-year-old children. She effectively observes and assesses the children's progress and she uses this information successfully to plan activities.

Daily written feedback keeps parents up to date about their own children's care, welfare and the activities they take part in. As a result, parents are fully involved and informed about their children. The childminder understands her role in sharing assessments with parents. This means parents are fully encouraged to contribute to their child's learning and development. The childminder is aware of how to contact other professionals who can offer guidance and support if she has concerns about children's development and progress.

The Childcare Register

The requirements for the compulsory 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	EY341042
Local authority	Haringey
Inspection number	976167
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	9
Number of children on roll	10
Name of provider	
Date of previous inspection	22/01/2013
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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