

<b>Inspection date</b>	02/07/2014
Previous inspection date	03/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## **The quality and standards of the early years provision**

### **This provision requires improvement**

- The childminder's sensitive interaction with children enhances their enjoyment and further extends their learning.
- Children are confident and independently choose what they want to play with, because the childminder sets out the learning environment well.
- The childminder uses effective systems to assess and plan for children's progress.
- Partnerships with parents and other settings children attend are good and this supports the childminder and assistants to meet children's individual needs.

### **It is not yet good because**

- Children's health is not sufficiently promoted as they do not have fresh drinking water available or accessible at all times.
- The childminder does not always effectively support children to behave well by consistently using age appropriate strategies.
- Circle-time sessions do not always meet the needs of the range of ages and interests of children, which impacts on younger children's communication skills.
- The childminder is not using knowledge gained by monitoring her practice to fully enable continuous improvement.

## 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 observed children in the indoor and outside environments.
- The inspector observed the childminder's practice and talked to her at appropriate times throughout the inspection.
- The inspector looked at equipment and the premises.
- The inspector reviewed a selection of policies including safeguarding and risk assessment.
- The inspector looked at children's development records and recorded observations, two year progress checks and the childminder's self-evaluation.

## Inspector

Kathryn Falzon-Perera

## Full report

### Information about the setting

The childminder registered in 2011. She lives with her husband and two sons aged 13 and four years. They live in the Hackney Wick area in the London Borough of Hackney, close to public transport links, schools and parks. The whole of the ground floor of the house and one room on the first floor is used for childminding. Children have access to a secure outdoor play area. The family has a dog. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She regularly works with an assistant. The childminder is currently minding six children in the early years age group. She also looks after children from six to eight years old before and after school.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that fresh drinking water is available and accessible to children at all times
- ensure that children's behaviour is managed consistently, using age appropriate techniques that children will understand

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

- develop circle times so that younger children are supported and older children challenged to enjoy group times together
- foster a culture of continuous improvement by developing a more robust system to address any weaknesses identified by monitoring practice.

## Inspection judgements

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

The childminder uses effective systems to assess and plan for children's progress. She regularly observes the children at play and is able to demonstrate how children make progress during their time with her. The childminder records children's routines and the activities they enjoy each day, which she shares with parents. This helps to meet children's individual needs. The childminder understands and accurately completes the required progress check at age two years. She provides parents with a summary of this check and this helps to them to support their children's development. The childminder also checks to identify children's strengths and any areas where their development is

less than expected, in order to provide additional support. As a result, the childminder has effectively addressed the action raised in her previous inspection to support children's learning and development.

The childminder knows the children's interests and provides a good range of toys and equipment that appeal to them. She sits with the children and joins in their play. The children enjoy the childminder's company and they ask her to come to the water tray and ride along on trikes with them. The childminder encourages children to move in a range of ways as they ride and she models how to move feet in a circular motion to move forwards. This helps children to develop their strength and coordination, as they move around the obstacles in the garden while riding on toys. The childminder celebrates the children's achievements when they move forwards, which encourages children to develop self-confidence. Consequently, the childminder's approach to supporting children's individual learning needs enables them to make sound progress in their learning and development.

The childminder encourages children's communication and language development through creative and imaginative play. While using paint to make marks on paper, or washing up pots and pans in a role-play kitchen in the garden, the childminder talks to children about the different types of marks they are making, and the tools they are using. Children hear words put together in meaningful sentences as they play. This helps them to build their vocabulary and develop their understanding of how to form sentences. Overall, children's communication and language skills are developing well. For example, young children are beginning to name objects, use words to inform adults of what they are doing, and to ask simple questions. However, during circle time sessions, older children's needs dominate learning and this impacts on younger children's development of communication and language skills. The childminder reads a fictional story which older children enjoy and can relate to well during the adult-led teaching session. However, younger children lose interest and become distracted and try to move away. As a result, opportunities are missed to foster a love of reading and books in young children as well as support their early language and literacy skills.

The childminder sets up the play room and garden so children can make choices about where they play and what they play with. She places toys on low-level shelves or on tabletops and the floor so that children can choose these easily and safely. This helps to promote children's self-help skills. The childminder helps children to develop relationships with other children and adults because she regularly takes them to the local toddler group. The children play alongside other children in small group situations and are starting to develop an awareness of others.

Parents make some contributions to initial assessments of their children's starting points. The childminder keeps them suitably informed about their children's achievements and development through regular feedback. To encourage active involvement of parents in their children's learning, the childminder informs them about what she is doing in her setting. A suitable range of resources are used to help children develop an awareness of the diverse society in which they live. The childminder has made positive improvements to her provision for children's learning and development. She has systems in place to review the progress of children aged between two and three

years and provides their parents with a short written summary of their child's development in the prime areas of learning. This supports children's continuous learning at home and in the setting.

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

The childminder provides a secure and welcoming environment where children feel comfortable in her home. Children form firm attachments with the childminder and her assistant, which supports their well-being. They demonstrate this through their interactions, for example, they seek reassurance from the childminder, and for her to join in with their play. The childminder provides a well-resourced, stimulating home environment where children have good opportunities to move between indoors and outside play throughout the day. Children are able to select similar resources indoors and outside. This supports and encourages them to make choices about where they would like to play and use equipment in different ways. Children have daily opportunities for fresh air and exercise as they enjoy time in the garden and regularly visit the local parks and children centre groups.

The childminder encourages children to play alongside one another as she sets up resources that encourage them to play together. For example, children play alongside one another, pouring water in a large water tray and painting together at a child sized table. However, on occasion the childminder does not use effective or age appropriate strategies to promote good behaviour. For example, younger children who are learning to communicate are asked to apologise, but there are limited strategies in place to make sure children understand the consequences of their behaviour.

The childminder provides children with a range of healthy and nutritious foods. For example, children eat a variety of seasonal fruits for snacks. This helps young children to develop healthy eating habits. The childminder encourages children to sit at the table for their meals and use cutlery to eat. She encourages children to follow daily hygiene routines, such as washing their hands before mealtimes or snack. These practices provide children with the skills they need for the next stage of their learning, for example, preschool and going to school. However, children do not have access to fresh drinking water throughout the day. Children spend long periods in the garden on a warm day and are not supported to stay hydrated or encouraged to develop independent self-care to meet their own needs. This means that children are not learning about the importance of adopting healthy lifestyles.

Since the last inspection the childminder has made changes to the sleep arrangements, raised as an action. The childminder now uses a room on the first floor so children who need to sleep can do so in a quiet safe environment. This also supports those children who stay awake to continue their play without any restriction on their movement, enjoyment or noise levels, as there is now ample space and provision for them to do so. The childminder has removed all hazards and risks in the garden area, so the outdoor environment is safe for children to play and explore. She has most safety equipment in place to protect children from hazards, such as stair gates restricting children's access to

the kitchen areas. The childminder practises fire evacuation regularly and this ensures that children develop an understanding of how to get out of the house in an emergency.

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

Overall, the childminder demonstrates a satisfactory understanding of the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. She clearly understands what to do if she has any concerns about the children in her care. The childminder and her assistant hold relevant first-aid certificates, which enable them to deal appropriately with any minor accidents. All required documentation and parental consent forms, in relation to the childcare arrangements, are in place to support children's well-being. The childminder generally keeps and maintains a number of documents relating to childminding activities. For example, she maintains children's registration forms, accidents and medication records and a valid insurance certificate. The childminder ensures that her assistants are properly vetted and suitably qualified, as well as meeting regularly to ensure children's needs are discussed.

The childminder understands the process for children's observation and assessments and uses this to identify children's achievements, and plan for their future development. The childminder understands and accurately completes the progress checks for children between the ages of two to three years and shares this information with parents and other professionals. The childminder's partnership with parents is sound as she gives daily feedback to parents about their child's day, which helps to promote consistency of care. She works together with parents to support their children in developing personal independence skills such as toilet training. The childminder encourages parents and older children to give their views about her services, which she uses to review her practice and make changes where necessary. She liaises with parents and outside agencies so that appropriate care can be provided for children with additional needs. The childminder has developed partnerships with the schools that children attend in order to promote continuity of their care and learning. For example, she supports children in their understanding of how to use and treat books appropriately to support learning that takes place at school.

Since the last inspection, the childminder has reflected on her practice and made a number of improvements to the provision. For example, she has rearranged her provision so children have an adequate and safe space to sleep and play, as they need to. The childminder has also completed the progress check for those children at her setting that require one and understands the requirement for this area. Risk assessments have been updated and improvements to partnerships with the schools children attend are evident. The childminder works closely with the local authority and seeks parents and older children's feedback to evaluate her provision. However, there is still scope to develop these systems so they are routinely acted upon and her provision continuously improved. For example, children's responses to questionnaires the childminder had asked them highlighted that drinking water was available only by request to the adults.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)

## 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>	EY420296
<b>Local authority</b>	Hackney
<b>Inspection number</b>	963416
<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>	12
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	03/07/2013
<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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