

<b>Inspection date</b>	02/07/2014
Previous inspection date	04/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 shows good awareness of diversity and uses both planned and spontaneous events to teach the child about different cultures.
- The childminder has strong links with the local school which helps children become well prepared for the transition to school.
- The childminder plans interesting and challenging experiences, including local outings to support children's learning and development.
- Partnerships with parents are well established and make a strong contribution to meeting children's needs.

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

- The childminder does not always incorporate all areas of learning in the outdoor play provision to support children's development.
- The childminder does not always take opportunities to ensure children understand why it is important to have a healthy diet and gain an understanding of the need for physical exercise.

## 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 observed activities inside and outside.
- The inspector talked to the childminder and minded child throughout the inspection.
- The inspector sampled a range of documents including the childminder's policies, self-evaluation form and children's development records.

## Inspector

Louise Bland

## Full report

### Information about the setting

The childminder registered in 1994. She lives with her husband in a house in Hornsey, within the London Borough of Haringey. The lounge is the main area used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is currently one child in the early years age range on roll. The childminder supports children learning English as an additional language.

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

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

- further support children's learning about healthy eating and the need for physical exercise as part of a healthy lifestyle
- develop the garden area further to provide challenges for children that incorporate all areas of learning.

### Inspection judgements

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

The educational programmes have depth and breadth across the seven areas of learning because the childminder understands the educational programmes and how to provide good levels of teaching. For example, the childminder uses both planned and spontaneous events to teach the child about different cultures. Children visit local religious buildings and learn about other cultures. They extend their learning further to build on these experiences later through creative activities with the childminder. Children visit the library to learn how to use a computer so they begin to understand how technology works.

All children, including those learning English as an additional language, are progressing well towards the early learning goals. The childminder maintains good records of children's progress in their activity books and summary assessments. These clearly reflect how children are making good progress across all areas of learning. The childminder understands the requirement to complete a progress check for two-year-old children when needed to assess their early learning and development.

Children are challenged in their physical development by the childminder who adapts activities to make them more challenging. For example, when children have successfully mastered catching a thrown toy in a net they are then challenged to hold the net in one hand instead of two. The childminder supports children's personal social and emotional

development effectively, including by socialising with other children during outings. The childminder uses mathematical language and activities with confidence to develop the children's number skills. For example, while playing with the car and road map the childminder asks the child to count the roads on the roundabout. Children also enjoy games such as matching the dots on dominoes to develop number skills.

Children are well prepared for school both intellectually and emotionally because the childminder establishes close links with the local school. In addition she offers good support to children to develop skills such as reading and writing in readiness for their move into full-time education.

Parents are encouraged to support and share information with the childminder about their children's interests and their current capabilities by completing a new starter form. This helps the childminder to plan each child's next steps for learning. Parents of children who speak English as an additional language contribute words in their home language to aid their children's developing communication and understanding. Parents are informed regularly about their children's progress and development.

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

Children form a strong relationship with the childminder which makes them feel safe and secure. Learning and independence are promoted strongly, giving children a sense of well-being and helping them make good progress. The childminder plays alongside children extending their learning and teaching them new skills. This means that children's behaviour is good because they are challenged and supported and enjoy their learning through play. There is a quiet room allowing children the chance to sleep or just rest quietly with a book to meet their individual needs.

The childminder understands how to follow the safeguarding procedures to protect and safeguard children in her care. Safety measures are put in place and fire procedure is practised regularly so that children learn how to keep safe. On visits the childminder has considered possible hazards and taken action to reduce the risks. For example when crossing the road the children must hold hands so they remain safe at all times.

The environment is stimulating and well resourced inside to support children's all round development. Children can access all resources which are clearly labelled with both words and pictures, supporting their free choice and early literacy skills. Children can choose to use the indoor or outdoor environment. However, the childminder does not always provide purposeful activities and resources outdoors in the garden area to provide challenge and promote a sense of achievement and well-being for the children.

Children are emotionally well prepared for the transition to school because of good working relationships between the childminder, parents and the local school. The childminder arranges visits to the school and children join in with school events, for example a picnic. The childminder works with the school to develop skills the children will need to promote a good start to school life. Common words are displayed at the setting

and the childminder teaches children to read these words in a supportive encouraging environment.

Children learn to follow good hygiene and safety practices while in the childminder's care. They learn how to wash their hands routinely and get fresh air each day. They access regular drinks so they do not become thirsty and eat a range of food. However, the childminder does not take advantage of opportunities to further develop children's understanding of the importance of eating healthy food. She also does not teach children routinely about the effects of exercise on their physical well-being as an important aspect of good health.

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

The childminder has developed a good understanding of the learning and development requirements of the Early Years Foundation Stage and how children learn. She has put in place secure observation, assessment and planning procedures which include the use of photographs and children's work. This helps her to assess children's progress accurately and set appropriate targets for individual children, based on their interests and abilities. Activities are planned to incorporate all areas of learning, including communication and language, expressive arts and design and understanding the world to further enrich the experiences for children.

The childminder's strong drive for improvement is demonstrated by her clear improvement plan and the progress she has made since her last inspection. She has implemented many appropriate changes showing her ability to reflect on her practice and continue to improve her provision for children. These include introducing more rigorous planning and observation routines and gathering evidence of children's achievements.

Partnerships with parents and the local school are well established and make a strong contribution to meeting children's needs. This means that children can feel confident about changes, for example moving to a new school, because they have been well prepared.

The childminder maintains all necessary documentation to support her in meeting requirements and to safeguard children. She understands how to safely administer medication, record accidents and be aware of any signs that may indicate concerns about a child's welfare. Such practices help her protect children's well-being.

### **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>	140228
<b>Local authority</b>	Haringey
<b>Inspection number</b>	963102
<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>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	04/03/2013
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

