

Inspection date	02/07/2014
Previous inspection date	14/01/2014

The quality and standards of the early years provision	This inspection:	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

- Children form secure attachments and are happy in the childminder's care.
- The environment is safe, welcoming and adequately resourced to meet children's needs.
- Parents are welcomed in to the setting and encouraged to provide information about their children's starting points on entry.

It is not yet good because

- The childminder carries out assessments of children's learning but does not use the information effectively to plan activities that challenge each child and move them on in their learning.
- The childminder does not make good use of the outdoor environment to provide children with experiences across all areas of learning.
- The childminder does not take every opportunity to talk to children about their own safety, particularly on outings.

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 the children, the childminder and her assistant during activities, and accompanied them on a visit to the local park.
- The inspector sampled some policies, procedures and required documentation about the children.
- The Inspector read the childminder's self-evaluation form.
- The inspector had discussions with the childminder and the assistant at appropriate times throughout the inspection.
- The inspector viewed the areas of the property used for childminding.

Inspector

Louise Bland

Full report

Information about the setting

The childminder registered in 2011. She lives in a flat with her husband in Archway, in the London Borough of Islington. The entrance hall, one room on the same floor and a separate toilet and bathroom are used for childminding alongside one large room downstairs, the kitchen and a garden, which is being refurbished. There are several steps up to the front door and stairs to the downstairs rooms.

There are seven children on roll, who are all in the early years age range and attend on a full- and part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder works with an assistant to help care for the children. There are seven children currently on roll.

What the setting needs to do to improve further

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

- increase the use of information gained from observations to shape learning experiences that are tailored to support the individual needs of all children and maximise their progress.

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

- develop the outdoor environment to support all areas of learning more efficiently
- strengthen children's understanding of their own safety, for example by teaching them about possible risks when on outings, particularly when walking around the local community.

Inspection judgements

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

Children have secure emotional attachments with both the childminder and her assistant. This enables them to learn and develop in a comfortable and welcoming environment. The childminder is responsive to the needs of individual children, for example recognising when a very young child is very tired, and supports them appropriately so they feel more content. The childminder supports children in their learning through encouragement and praise to foster their confidence and self-esteem. For example when learning to climb the steps of a slide children are praised and encouraged to try again.

Children are working within the typical range of development expected for their age. They enjoy a variety of learning experiences including a sponsored walk and fundraising by making cakes to sell. Visits to venues in the local area add further learning opportunities, for example learning to share and take turns at a local playgroup.

The childminder makes routine assessments of children using photographs or observations and knows the developmental stage of each child. However, she does not use this information effectively to plan activities that are challenging and support each individual child to make good progress. All areas of learning and development are supported at the setting but the childminder does not create a purposeful learning environment outdoors to fully reflect and support all areas of learning.

The childminder supports children's personal, social and emotional development well, for example by arranging high chairs in a group so that children can interact with each other. Children are taught about acceptable behaviour and how to use good manners by the childminder and her assistant. Children develop self-confidence because of the childminder's use of praise and this gives them a sense of achievement. Children are given opportunities to develop their physical skills both at the setting and out on visits. For example they learn to hold books and turn the pages to develop early literacy skills. Children learn to walk, run and climb outside at the park or inside when learning to climb the stairs. Communication and language development is supported through the use of books, photographs and posters, enabling children to learn new words. Children have opportunities to speak with adults and children during conversation and discussions. The childminder and her assistant read books and sing songs together with the children to further develop children's language skills. Children express their creativity by decorating their own bags to keep spare clothes and other equipment in. The childminder teaches children about diversity and the world around them as they learn simple words of other children's languages and investigate where families come from on the world map. The childminder uses displays on the wall to help children to learn about number and increase their mathematical skills.

Partnership with parents is encouraged. Parents contribute to initial assessments of their children which means that activities can be planned around the child's developmental needs to enable learning to take place. Parents are encouraged to share information about their children's learning and development at home so that this learning can be developed at the setting. The childminder has written an information sheet which she gives to parents to explain the Early Years Foundation Stage and the prime and specific areas of learning. Once a week the parents receive a written diary recording significant achievements in the child's development. Such practices support strong partnership working, which is beneficial to each child's learning as they become ready for school.

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

Children are generally happy and well cared for. The childminder can adapt to suit the needs of individual children. For example changing plans to go on an outing to help

distract and settle young children who are teething. The settling-in process for new children is carefully planned to give the child time to adapt to the setting and to form attachments with the childminder and assistant. It is flexible according to parents' wishes and children's needs so they feel secure and content in the childminder's care.

The childminder protects and supports children's health and welfare by applying sun cream and making sure all children have a sun hat to wear before going outside. The childminder keeps children safe by checking the park for hazards and supervises them closely at all times. However, the childminder does not take advantage of opportunities to teach children about keeping safe and road safety, for example as they walk along the pavement on outings. The children have access to a range of resources to support their learning and developmental needs. The childminder makes sure the environment is safe, clean and suitable for children to play in, with opportunities for them to gain independence as they play.

The childminder promotes children's health through routine hygiene practices and by supporting their care and dietary needs in line with their parents' wishes. The childminder has improved her practices regarding the administration of medication to meet the requirements of the Early Years Foundation Stage and to help safeguard children's welfare.

The childminder praises and encourages children's achievements, giving them self-confidence and a sense of achievement. This provides a good base for children to be able to learn and develop in preparation for their eventual move to school. She gives children clear guidance on acceptable behaviour, for example about using good manners. This enables all children to learn expected patterns of behaviour and important social skills.

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

The childminder has completed a detailed self-assessment form outlining many areas to improve, including the outdoor area to enhance learning opportunities for children. She is a reflective practitioner and has accurately identified areas to be developed to raise the quality of her provision. These include the systems she uses for the assessment of children and how she reports progress to parents. The childminder has identified and planned training to help her to enhance the quality of teaching.

Partnerships with parents are sound and the childminder has now introduced a system to gather information about the children before they start to enable accurate planning to take place. This means that the child can start to make progress as soon as they are settled in the childminder's care. Parents receive regular feedback about their child's day with the childminder and work closely with the childminder to support their children learning English as an additional language.

The childminder fully understands the requirements of the Early Years Foundation Stage. She understands the need to notify Ofsted of any changes to the persons living and/or

working on the premises with her, in order to help safeguard children from any unvetted persons. The childminder has appropriate systems in place to record children's hours of attendance and regarding the administration of medication. She makes sure she obtains parents' written permission before administering medication to protect children's health. All other mandatory documentation is in place and maintained appropriately.

The childminder takes care to make sure the children are safe. She understands her role and responsibilities regarding child protection and understands the reporting procedures to follow if concerned about a child's welfare. During her everyday practices the childminder keeps children safe. For example on an outing on a hot day the childminder checks the surface temperatures of the metal slide and the swings before letting the children use the equipment to protect them from risks of injury.

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	EY430514
Local authority	Islington
Inspection number	965354
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	7
Name of provider	
Date of previous inspection	14/01/2014
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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