

Inspection date

Previous inspection date

06/10/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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| 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 has a sound knowledge of child protection issues. She takes her responsibilities seriously and knows how to act in the best interests of children.
- Both the indoor and outdoor environments are reasonably organised and the childminder plans and provides activities which cover all areas of learning.
- The childminder works in partnership with external agencies and other professionals to adequately help children to make reasonable progress in their learning.

It is not yet good because

- The quality of teaching is inconsistent, because the childminder interrupts play with daily routines. As a result, children's learning is interrupted and they do not have opportunities to complete activities.
- The childminder does not always model good language to challenge children's communication skills and help them to think critically.
- The childminder does not maximise opportunities to discuss quantity and measurement during play. As a result, she does not fully extend children's mathematical skills.

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 had a long discussion with the childminder about her practice.
- The inspector observed activities in the main playroom, kitchen and front room.
- The inspector viewed a selection of policies and procedures, and a sample of children's development records.

Inspector

Anahita Aderianwalla

Full report

Information about the setting

The childminder registered in 1999. She lives with her husband and two daughters aged 13 and nine years, in Enfield, within the London Borough of Enfield. The whole of the downstairs is used for childminding. The upstairs is not used. There is a fully enclosed garden for outside play. Currently, the childminder is caring for four children, all on a part-time basis. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group.

What the setting needs to do to improve further

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

- improve the quality of teaching to ensure that play is not interrupted by daily routines, so that all children benefit from activities that fully engage and challenge them, and help build their independence as they complete their chosen activities
- improve the programme for communication and language, through the use of questioning to challenge children and by using more commentary in activities when talking to babies and young children.

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

- maximise opportunities in activities to make comparisons and to discuss quantity and measurement with children, to extend their mathematical skills further.

Inspection judgements

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

The childminder has an adequate knowledge of the seven areas of learning and provides a range of activities that generally capture children's interests. Children are making some progress in relation to their starting points. This includes children who are learning English as an additional language, and children with special educational needs and/or disabilities. For example, the childminder gathers suitable information from parents at the start of each placement, which includes particular words in children's own home languages. This allows her to plan activities that they can enjoy participating in with others.

The childminder routinely completes observations for every child and uses these to gauge children's progress. She records children's achievements in individual learning files and

links her observations to the seven areas of learning. This enables her to identify what children need to do next to make further progress. She undertakes assessments of children's learning at regular intervals, including the progress check for children between the ages of two and three years. These assessments mean that she is able to readily identify where children may not be progressing as expected and ensure that appropriate interventions are put in place to close any gaps in learning.

At most times, children are given suitable opportunities to access learning that supports their overall development. For example, the childminder provides suitable resources that offer children the chance to interact and learn how recognise shapes, letters and basic numbers. She adequately promotes children's communication and language skills by talking to them about what they are doing in their play. However, she often asks questions that require only one word answers and does not consistently use commentary in activities when talking to babies and young children. Consequently, this means that she does not challenge more able children enough to think more critically or effectively promote younger children's vocabulary.

The childminder spends time with the children observing their interests. She encourages children to set out activities for themselves. For example, children set out an assortment of spoons, scoops and containers they wished to use as they explored with rice and pasta. This means they make some choices in their play. The childminder praised children for their achievements to build their self-esteem. However, when children began filling and emptying the containers with the rice and pasta, the childminder ushered the children away to wash their hands for snack time. Therefore, she interrupted their play, rather than joining in to develop children's learning and allowing them to complete the activity. Consequently, children occasionally lose interest or become disengaged on their return, so learning opportunities are lost.

Children enjoy imaginative play. For example, the childminder provides them with an assortment of dressing up clothes so that they can engage in creative play. She also provides them with items, such as small cars and large buses with interactive buttons they can press, which light up and make sounds. These opportunities enable children to explore programmable resources. The childminder plans suitable activities that help support children to express their ideas and thoughts. For example, they make cardboard models and paint pictures with a suitable range of creative materials. The childminder helps children to develop their early understanding of number. For example, she helped them to count the number of pasta shapes they placed in to the containers. However, she did not make comparisons or discuss quantity and measure, using simple mathematical language, such as full and empty. Therefore, she does not take all opportunities to fully promote children's mathematical skills.

On the whole, children are happy and settled. They have bonded well with the childminder and play well together. Babies have a sufficient space to move and roll around in a room that has been organised to meet their needs.

Children show they feel secure and settled in the home of the childminder. Babies feel emotionally secure, happily responding to praise and cuddles with the childminder as they play. The childminder takes into account each family's separate needs. She takes care to ensure she obtains appropriate information from parents about children's likes and dislikes, and their care routines on entry. The childminder offers care to children before and after school and children generally remain with her once they have started. This consistency gives them familiarity and continuity in their care, and keeps family groups together.

The childminder is calm and respectful at all times and provides support to younger children through gentle reminders to take turns and share toys during play. This helps children to learn about what the childminder expects from them when they play with others. In addition, the childminder sings a song to encourage children to help each other to tidy up after play. This reinforces their understanding of how to take care of the resources they play with and keep the room safe to avoid trips and falls.

The childminder's meal menus offer the children appropriate choice and she caters for their dietary needs. Meals are healthy and prepared with fresh ingredients. Water is readily available so children can help themselves when they become thirsty. Children use the bathroom independently and know when they need to wash hands. The childminder has suitable systems in place to change nappies and cleans the nappy changing mat after every use. As a result, she reduces the risk of cross infection. Children have some choice of when they play in the garden, as they take part in suitable physical activities, such as riding bikes and playing with balls or on the swings. However, at other times, the childminder does not use resources or plan activities well enough to provide children with good quality learning experiences. Therefore, they are not consistently motivated or engaged in play, especially when the childminder interrupts their play to follow routines.

The childminder provides some experiences that are similar to those that children take part in at school. For instance, children use the toilets independently, put on their coats and shoes by themselves, and take part in group story times and singing sessions at a children's centre. They also learn to take turns and share and are used to socialising as part of a larger group. This enables children to progress appropriately in gaining skills for their eventual move to school.

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

The childminder has a suitable understanding of her legal responsibilities with regard to promoting children's learning, development and welfare. There are secure systems in place to help safeguard children and promote their welfare. The childminder has undertaken safeguarding training and has appropriate policies in place to ensure she can take prompt action if she has any concerns regarding children's safety or welfare.

The childminder understands her responsibility to maintain appropriate safety measures in

the home. She conducts sound risk assessments and ensures appropriate safety equipment is in place. Children are taught to be responsible for keeping themselves safe with gentle reminders of the rules and boundaries while they play.

Systems for monitoring the delivery of the educational programmes are in place. There is a balance of learning experiences for children, including free-play and adult-led activities. The childminder has attended some training courses to enable her to evaluate the observations and assessment systems and talks to other childminders to improve her practice. However, she does not fully promote children's communication and language skills, and sometimes interrupts the flow of children's play. Therefore, she is not fully effective in promoting some aspects of children's learning and their ability to pursue activities of their choosing.

The childminder has suitable systems of self-evaluation that highlight some of the strengths in her practice and some areas for development. Therefore, she is able to make improvements to enhance children's care and progress. For example, she has recently reviewed her policies, after attending a refresher training course, and shared these with the parents. This process demonstrates that the childminder has a suitable ability to drive continuous improvement.

The childminder has warm and positive relationships with parents. She regularly shares information about children's routines and the activities they complete. When parents and carers collect their children, she makes time to discuss all relevant events. She has a daily home contact book for young babies, to inform parents of their routines. Children make suitable progress in their development and are beginning to prepare for their future learning.

The childminder has sound partnerships with outside agencies, because she has formed bonds with staff at local nurseries and schools in the area. She has contact with the children's centre, and a speech and language therapist. These links help to ensure she can meet the needs of the children should they require any additional intervention and support.

The Childcare Register

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| 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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

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|------------------------------------|----------------|
| Unique reference number | 160033 |
| Local authority | Enfield |
| Inspection number | 800777 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| 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.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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