

Inspection date	17/10/2014
Previous inspection date	14/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 develop strong bonds with the childminder and show high levels of security and a strong sense of belonging in her care.
- The childminder has robust safeguarding procedures in place, which translate effectively into practice to ensure children's safety and well-being.
- Children are provided with a warm, welcoming and stimulating learning environment in which they are happy, eager and motivated to learn. They benefit from a board range of good quality resources that successfully support their learning and development.

It is not yet outstanding because

- The childminder does not take all opportunities to fully involve parents in their children's learning.
- The childminder has not fully considered the accessibility of the cat litter tray to children and the impact on children's well-being.

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 spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector sampled a selection of relevant documentation.
- The inspector spoke to parents to gain their views.
- The inspector observed the childminder's practice and her interaction with the children.

Inspector

Sharon Henry

Full report

Information about the setting

The childminder registered in 2007. She lives with her two adult children in the London Borough of Islington, close to public transport, schools and parks. The childminder uses the whole of the ground floor of her premises for childminding purposes. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are three children on roll. The family has a cat.

What the setting needs to do to improve further

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

- further develop ways of involving parents in their child's learning
- further promote children's health by ensuring the cat litter tray is not accessible.

Inspection judgements

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

The childminder's good teaching practice is based on her secure knowledge and understanding of how to effectively promote the learning and development of young children. She has high expectations for all children based on accurate assessments of their prior skills, knowledge and experiences. The childminder gathers detailed information about children's abilities and interests from parents when their child first starts her setting. This means she is knowledgeable about the skills they have already acquired when a child enters her care. She uses this information well to form the basis of children's assessment records. As a result, the childminder is able to plan activities across the seven areas of learning that take into account the children's prior skills and help them to make good progress towards the early learning goals.

The childminder effectively promotes children's acquisition of language. She provides regular opportunities for children to speak, listen and join in conversations. The children are encouraged to think and share their views through the childminder's adept use of questions. For example, while reading a story she encouraged the children to talk about what the different characters were. The childminder helps children to learn new vocabulary by repeating simple words and responding to gestures from children who are less verbal.

Children enjoyed playing with the garage as they became excited as they watched the lorry slide down the slope and ran the cars up and down the floor. The childminder skilfully extended the children's learning experience by introducing and talking about

different vehicles such as the helicopter and the fire engine. They talked about the helicopter having to land on the top of the garage and children became excited as they mimicked the noise that the fire engine makes.

Children's creative development is well supported as they have access to a wide range of creative craft resources, and use everyday materials such as rice, lentils and pasta to create designs. Additionally their literacy skills are promoted as they access a selection of writing equipment such as crayons, chalk and a white board. There are some good opportunities for children to learn about the wider community and the natural world as they visit places of interest such as the zoo and the aquarium.

The childminder has developed open and effective relationships with parents, which enables her to share relevant information from them on a daily basis. However, parents are not consistently encouraged to become involved in developing shared plans, so that children's learning can be fully supported at home.

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

The childminder provides a warm, welcoming and friendly environment for all children. She has good settling-in procedures, which allows her to get to know the child, and supports them in becoming familiar within their new environment. This means children are happy, settled and secure in her care.

Space within the childminder's home is organised well so that children can move around freely and make confident choices about their play. Resources are plentiful, of good quality and are rotated by the childminder regularly, based on children's individual interests and stage of development. The childminder has a high regard for children's safety and has effective policies and procedures in place to ensure children are able to play and learn safely. For example, clear emergency evacuation procedures are in place and practised with the children. This ensures children are aware of the action to take should an emergency occur.

Overall, the childminder follows good procedures for promoting children's health. For example, children wash their hands before meals and after touching the cat. However, on occasions, the cat litter tray is stored on the floor in the kitchen, accessible to children, which has an impact on their health and well-being.

Children are encouraged to develop healthy lifestyles. They regularly enjoy outdoor play in a range of environments. For example, trips to the local park enable them to extend their learning opportunities in the natural environment. Here they enjoy exploring large spaces to test their skills and try new challenges, such as climbing and balancing. The childminder provides healthy food and drinks because she is committed to encouraging children to eat new things. She takes times to discuss with parents how best to introduce new foods and strategies to support even reluctant children during meals times.

The effectiveness of the leadership and management of the early years

provision

The childminder has a good understanding of the requirements of the Early Years Foundation Stage and uses this appropriately to support children's learning. She has clear policies and procedures in place to promote the welfare of children. Additionally, the childminder has a secure understanding of the signs and symptoms that may indicate a child is at risk. This is combined with a clear understanding of procedures to follow if she has any concerns about a child in her care to help to keep children safe.

The childminder ensures that she supervises children at all times and that the premises are secure, both inside and outside to prevent unauthorised access. She undertakes detailed written risk assessments, which she uses to identify and reduce potential risk, to keep children safe while they are in her care.

The childminder is fully committed to providing children with high quality care. She is continually reflecting on her practice and keen to listen to and act on advice from the local authority development team. The childminder regularly gathers the opinions of parents as to what they think of her practice. She evaluates these to enable her to prioritise improvements for the children in her care. All recommendations from her last inspection have been met. The childminder is keen to continue her development through accessing training and has gained an early years childcare qualification.

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. 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

Unique reference number	EY362674
Local authority	Islington
Inspection number	815474
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	14/01/2009
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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