

Inspection date	23/10/2014
Previous inspection date	29/04/2014

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		2
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 are happy and well settled in their environment. They clearly enjoy and benefit from the caring and trusting relationships that they have with the childminder.
- Children enjoy regular access to outdoor physical play activities; rest and sleep according to their needs, and they enjoy freshly made healthy meals and snacks.
- Arrangements for safeguarding children are firmly in place and well understood, which ensures children's welfare is protected appropriately.

It is not yet good because

- The childminder does not use good systems to clearly demonstrate that children are achieving as expected for their ages or to show that children are making any progress in their learning.
- The organisation of some toys and resources hinders children's independence and ability to access them freely to support their play.
- Children do not have access to a good range of natural materials to support their exploration and sensory play.

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 in the indoor learning environment.
- The inspector engaged in discussions with the childminder at appropriate times throughout the inspection.
- The inspector sampled a range of documents, including those relating to the minded children.

Inspector

Samantha Smith

Full report

Information about the setting

The childminder registered in 2003. She lives with her partner and her two adult children in Tottenham, in the London Borough of Haringey. The whole of the ground floor of the premises is used for childminding and there is an enclosed garden for children to play. The family has a pet cat. The childminder is currently minding two children in the early years age group. She also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- Develop the assessment arrangements to show that children are achieving the expected milestones and are making progress over a period of time.

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

- review the organisation of some resources to enable children to easily access appropriate resources for their age and stage of development
- provide a range of natural resources for children to support their sensory play and exploration.

Inspection judgements

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

Children are happy and settled in the care of the childminder because she has created a welcoming and relaxed environment where children can play. The childminder demonstrates that she has a suitable knowledge and understanding of the Early Years Foundation Stage. Consequently, she meets most of the learning and development requirements well. The childminder has a range of toys and resources across the seven areas of learning, which are suitable for the age range of the children attending. However, the storage of some toys makes it difficult for children to access resources for their age and stage of development easily. This hinders their independent learning.

Observation and assessment systems are in place. The childminder carries out regular observations of children, which she uses to highlight their achievements and inform her

future planning. However, the assessment records the childminder uses currently do not show where children are at in their learning, relative to their age and specific needs. Therefore, it is unclear how much progress children are making in the childminder's care, or if they have any particular gaps in their learning and development.

Children enjoy a selection of quality books that are stored well at the children's level. The childminder promotes children's language development positively; young children are well supported in developing their early speaking skills as the childminder continually engages with them and she responds well to their sounds and gestures. The children enjoy listening to the childminder read stories and have fun looking at the pictures. She supports their early vocabulary skills as she repeats the names of the shapes in the book.

The childminder talks to children in both English and their home languages through appropriate questioning and modelling of language. This helps children to develop their communication and language skills in both languages and know they are both valued equally by the childminder. The childminder teaches and supports children's mathematical and problem-solving skills through everyday activities and routines. Children learn to count and recognise colour and shapes as they play. For example, while playing with the playdough and when completing puzzles, the childminder teaches children to recognise numbers and explore how the different shapes look.

Children show an interest in how things work as they explore the interactive toys in the home corner, pressing buttons and listening to sounds. These resources motivate children's curiosity and exploratory skills, however, there are limited natural resources available for children to explore through sensory play. Children are beginning to develop their understanding and attitudes towards diversity and inclusion through the range of books displayed throughout their environment.

The childminder has established positive working relationships with parents. She keeps them regularly informed about her practice and how she cares for their child. Parents are involved in their children's learning to support their child to make progress towards the early learning goals.

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

The childminder has created a warm and welcoming environment, where children feel safe, secure and benefit from the close relationships that they have established with her. The childminder is attentive to the sounds and gestures young children make, to express themselves, so that she meets their needs effectively.

The childminder's home is clean and suitably maintained; she carries out regular risk assessments and takes action to remove potential hazards so that children remain safe at all times. She supports children in developing their own understanding of keeping themselves safe, as she encourages the children to put toys away to prevent them tripping over.

The childminder demonstrates appropriate strategies for managing children's behaviour to support their personal, social and emotional development. She provides children with appropriate explanations and uses praise to encourage good behaviour, to which children respond well, promoting their confidence and self-esteem.

The childminder promotes children's health consistently well. She follows their individual care routines and she encourages the children to engage in regularly outdoor activities as part of an active and healthy lifestyle. There are good systems in place for supporting children's additional care needs and the childminder is working closely with the parents in potty training children when appropriate. The childminder provides children with healthy meals and snacks, and drinks are readily available. The children are able to rest and sleep according to their specific needs and routines, which promotes their good health and well-being. Children are learning about healthy hygiene practices as they become more independent in their self-care skills through the daily routines in place. They wash their hands before eating meals and after using the toilet to reduce the risks of cross-infection.

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

The childminder manages her setting appropriately. She is developing her confidence in her childcare practices and in her knowledge and understanding of the requirements of the Early Years Foundation Stage. Overall, she is meeting children's needs adequately and she generally organises and manages her setting well. Appropriate arrangements for safeguarding children are in place because the childminder has a sound understanding of child protection issues. She demonstrates a clear understanding of safeguarding procedures and she is confident to follow these through should she have a concern about the welfare of a child in her care. The childminder regularly risk assesses her home and outings, and she supervises children well to ensure that they play in a safe environment and remain safe and secure at all times.

The childminder demonstrates a sound understanding of the learning and development requirements of the Early Years Foundation Stage, and, overall, she implements this appropriately. She recognises children's achievements through her observations and she plans activities based on their individual learning needs. However, the assessment systems are not yet robust enough to demonstrate the progress that children are making over time. The childminder actively promotes equality and diversity through her use of books, displays, pictures and posters. She has a sound understanding of children's individual backgrounds and languages spoken at home, supporting them appropriately.

The childminder works well with parents, encouraging them to play an active role in their children's learning. She regularly shares and updates them about their children's achievements and activities that they have engaged in. The childminder demonstrates a sound understanding of working in partnership with others, to support children's learning more effectively. She knows where to go to seek additional support for children and she has established positive working relationships with the local authority to drive improvement in her practice.

The childminder demonstrates that she has a reasonable capacity to improve her practice. She is beginning to evaluate her provision critically to identify areas of strength and those that need improvement to raise the quality of her provision for children. Since her last inspection, the childminder has taken appropriate action to address the identified areas for improvement. She now maintains an appropriate paediatric first-aid certificate and keeps an accurate register of attendance. The childminder also makes sure that children are protected from the effects of smoking while in her care. These improvements have a positive impact on the provision for children.

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	EY276865
Local authority	Haringey
Inspection number	978463
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	29/04/2014
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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