

<b>Inspection date</b>	18/12/2014
Previous inspection date	03/06/2014

<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 ensures that children settle well as she builds close and caring relationships with them to support their emotional well-being.
- The childminder observes and assesses children's learning and development and uses her assessments to plan a good variety of interesting and challenging activities to help them to progress towards the early learning goals.
- The childminder ensures that she, and her assistants, possess a good understanding of the requirements of the Early Years Foundation Stage to help them protect children.
- The childminder works closely in partnership with parents and provides opportunities for them to contribute to their children's learning at home.

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

- Children who speak English as an additional language do not regularly see their first language reflected in the environment.
- Although children see photographs of themselves as babies, they do not see other members of their families to support their emotional development and help them to develop a stronger sense of security in the setting.

## 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 children engaged in a variety of creative and challenging learning experiences.
- The inspector spoke with the childminder and the children.
- The inspector took account of parents' views by reading parent comments and feedback.
- The inspector sampled a range of policies and procedures, suitability records, risk assessments, registers and reports, and children's development records.

## Inspector

Jennifer Forbes

## Full report

### Information about the setting

The childminder began operating in 1999 and registered with Ofsted in 2001. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, one adult daughter, one school-aged child and an adult lodger, in Gospel Oak, within the London Borough of Camden. The childminder uses the ground floor kitchen, a purpose-built garden room and a bathroom on the first floor of her house for childminding. There is an enclosed garden for outside play. The childminder works with one assistant, who is a qualified teaching assistant at level 3, and her daughter who is also an assistant. The childminder holds a childcare qualification at level 3. The childminder walks or drives to the local schools to take and collect children. She attends local toddler groups and takes children to the local parks and library. The setting operates from Monday to Friday from 8am until 6pm all year round, apart from bank holidays and family holidays. There are currently nine children in the early years age group and two school-aged children on roll. Children attend for a variety of sessions. The childminder supports children who are learning to speak 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:

- enhance the language rich environment, for example by providing more words in other languages to help children who are learning to speak English as an additional language fully recognise that they are welcome and valued in the setting
- further enhance the environment to help children to feel settled and secure and promote their emotional development, for example by providing photographs of their families.

### Inspection judgements

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

The childminder works closely with parents to identify children's starting points when they first enter her setting. She has a good knowledge of the seven areas of learning of the Early Years Foundation Stage and understands how young children learn. The childminder carries out regular observations of children's play to assess and plan for their continued development. She identifies the next steps in their learning and incorporates their particular interests to develop exciting and challenging activities to extend their progress towards the early learning goals. The childminder tracks children's progress robustly against developmental guidelines. She shares regular reports on children's development

with their parents, including the progress check for two-year-olds. The childminder produces interesting learning journals that show how the children are progressing over time. The childminder provides good information for parents about the requirements of the Early Years Foundation Stage. Parents are encouraged to participate in the childminder's planning and to provide details of children's special moments observed at home. This helps them to be fully involved in their child's learning.

The childminder provides a varied and interesting balance of adult-led and child-initiated play-based activities. Children are free to choose from an exciting array of good quality and clearly labelled resources. The childminder provides a language rich environment in her new child-focused garden room and she provides story sacks to encourage children's enjoyment of stories and love for books. However, the childminder uses labels and signs written in English only and this does not reflect fully the home languages of children who are learning to speak English as an additional language. The childminder extends children's learning as they play by making suggestions and providing additional resources. For example, when children began to talk about a triangle during the inspection, the childminder introduced pictures with other shapes for the children to identify. She also recited a poem that linked with their activity to extend children's learning.

Children demonstrate the characteristics of effective learning as they explore the properties of glue and glitter. They are surprised to find out how the glitter sticks to their hands as well as their artwork as they make decorations for a Christmas display. Children learn to concentrate because they enjoy what they are doing. Their early writing skills develop as they use their fingers to apply glue with the brushes. All the activities that the childminder provides enable children to become ready for school as she is fully aware of the skills they will need. A game of bubble blowing made the children squeal with excitement at the inspection. They looked at the colours in the bubbles and they improved their physical skills as they stretched and jumped to catch them. The childminder further promotes physical development when they sing and dance, and perform actions to some favourite rhymes.

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

Children form close, positive relationships with the childminder and the other children in her care. They demonstrate a strong sense of security because the childminder works closely with their parents to ensure they receive continuity in their care and learning. The childminder provides a safe and welcoming environment where children feel secure and protected. Children are confident to select their own play resources and they know where they will find what they want to play with. They proudly showed a visitor the beautiful colours in their picture of fireworks. They pointed out the pretty clothes they were wearing. Children's behaviour demonstrates that they feel settled and content in the childminder's care. The childminder is a good role model for the children as she shows patience and understanding. When children feel upset she talks about their feelings, helping them to express why they feel sad. She shows pictures of facial expressions to help children to learn about emotions. Children learn about feelings through stories they share. For example, they listen to a story about a character who is lonely and who finds

great friendships through his love of music.

Children feel safe and secure in the childminder's care. They are safe because the childminder carries out robust daily risk assessments of the childcare environment and on outings. The childminder practises fire drills with the children regularly to ensure they know what to do if an emergency should occur. An intercom system used effectively at the front door means that the premises are secure. Children keep safe as they learn to do things for themselves. For example as they clamber up a step in the garden to reach the exciting garden room under the childminder's watchful eye.

The childminder provides a healthy and nutritious snack for the children and she encourages their independence as they feed themselves and cut up their own fruit. Children sit around the kitchen table together as they eat their midday meal. The childminder engages them in conversation as they eat a healthy packed lunch prepared by their parents. The childminder takes children out daily for fresh air and exercise. They learn about the world as they grow plants in the garden and they explore the parks and local areas of interest.

Children have frequent opportunities to socialise with other children and adults in the local community as they visit the library and toddler groups. Children's personal, social and emotional development is promoted as they engage in role play together. They served tea and cake to a visitor at the inspection and talked about birthdays and special celebrations. They learn about differences in people as they dress up in various outfits, play with interesting toys and look at pictures in books. The childminder is very playful with the children and she responds with animal noises when they call 'abracadabra' and pretend to turn her into a frog. The childminder displays photographs of the children as babies and they chatter happily, as they identify their names. However, there are no photographs of other members of their families to support children to develop a positive sense of security and belonging. Children are very confident in the setting and they are emotionally well prepared for moving on to new settings and school. They interact with older children amicably and learn about the school environment on their daily journey to take and collect them.

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

The childminder has a good understanding of safeguarding and child protection. She has completed safeguarding training and understands what to do if she has a concern about a child. The childminder is keen to extend her knowledge and enhance her professional development by attending further courses. She ensures that her assistant is also fully up to date with mandatory training and she supports her in seeking training to develop her particular interests. The childminder is well organised and keeps well-maintained records, including those of any complaints and concerns. This ensures that any information needed is readily accessible, and confidentially stored. The childminder's policies and procedures contain all the necessary information for the effective management of her setting. She conducts supervision meetings with her assistant and they discuss training needs and

areas for development.

The childminder has a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has many years experience of working with young children. She knows how children learn and she regularly undertakes written observations, assessments and planning for the next steps in their learning and development. She monitors children's progress efficiently and shares regular reports with their parents so they understand how their child is developing. The childminder works closely in partnership with parents to promote good outcomes for children. She provides them with daily diaries giving details of their children's routines and play activities. The childminder evaluates the activities she provides to ensure they meet children's individual needs. She shares her planning for children's development with the parents to ensure they are in agreement with her assessment of their needs. The childminder gains the permission of parents before leaving children in the care of her assistants for a short time. Consequently, children keep safe and are cared for in line with their parents' wishes.

Parents are encouraged to give feedback on the service the childminder provides. The childminder asks them to complete a questionnaire giving their views. Parents are very positive in their comments about the care given to their children. Parents particularly praise the successful way their children progress in their communication and language development, and especially those learning to speak English as an additional language. The childminder demonstrates a strong commitment to improve and develop her setting. She has fulfilled some of the improvements she has wanted to make, for example the extensively resourced garden room. The childminder reflects on her practice together with her assistants, and she takes into account the views of parents and children. This helps her to drive improvement in the quality of her provision for children. The childminder understands her strengths and areas for development. The childminder has links to a variety of professionals at her local children's centre and understands the support available should she need to seek advice or signpost parents for appropriate guidance. She is keen to work with local schools to support children who are moving on to feel secure and safe, and to have the knowledge they need to progress.

### **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

<b>Unique reference number</b>	102112
<b>Local authority</b>	Camden
<b>Inspection number</b>	981548
<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>	8
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	03/06/2014
<b>Telephone number</b>	

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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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