

Inspection date	14/01/2015
Previous inspection date	16/03/2011

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

- The childminder promotes children's language skills well. She engages children in conversations, which develops their vocabulary and communication skills.
- The childminder plans activities that are fun and challenging for children. As a result, they are making good progress.
- The childminder provides a warm and caring environment, where children feel happy and content, and enjoy the positive interactions they share with her.
- The childminder has strong relationships with parents to ensure she provides children with consistency in their care to meet their individual needs.

It is not yet outstanding because

- The childminder does not always encourage children to practise their self-care skills, particularly during daily routines.
- The childminder does not provide children with a broad range of resources that reflect positive images of diversity, to help them to recognise and respect differences.

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's activities and the childminder's interactions with them.
- The inspector looked at a sample of relevant documentation, including children's records.
- The inspector held discussions with the childminder about her practice.
- The inspector reviewed parents' feedback by sampling written documents.

Inspector

Yasmine Hurley

Full report

Information about the setting

The childminder registered in 1994. She lives in a five-bedroom property with her husband and adult daughter in Forty Hill, in the London Borough of Enfield. The childminder uses the whole of the ground floor for childminding purposes. Children have access to a garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She offers full and part-time care from 8am to 6.30pm, which takes place before, during and after school and in the school holidays. There is currently one child on roll in the early years age range who attends on a part-time basis. The childminder takes children to school and collects them, and takes children to the park, libraries and playgroups.

What the setting needs to do to improve further

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

- develop further opportunities for children to practise their self-care skills in everyday routines
- extend the range of resources promoting positive images of people to enhance children's understanding and respect for differences in the world around them.

Inspection judgements

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

The childminder provides children with a good range of learning experiences, which help them to learn and develop. She finds out as much as possible about each child's background because parents complete 'All about me' sheets when children first start. The childminder uses this information and her regular observations to identify children's achievements. She then plans activities that build on their interests and skills, making sure she introduces new challenges. The childminder involves parents in their child's learning. For example, she shares information with them and offers them suggestions for activities to continue at home. Furthermore, the childminder is aware of the need to complete the progress check for two-year-old children and to share this with parents, when the need arises.

The childminder uses good teaching techniques to support and challenge children's growing communication skills. She interacts well with them during their play, asking them meaningful questions to make them think. Children's vocabulary is wide and the childminder expands this further as she introduces new words throughout their play. For example, the childminder planned a healthy eating activity and encouraged children to

identify the healthy food. Children held meaningful discussion with the childminder about healthy eating and were clearly identifying and matching the healthy eating cards on the board. These good interactions help children with their early social skills, as well as learning the importance of healthy eating. Furthermore, it prepares them well for their next stage of learning and for school.

The childminder provides a wide range of fun and highly stimulating resources and activities to keep children challenged, engaged and interested in their play. For example, children showed great interest and concentration when taking part in messy play activities. They enjoyed mixing cornflour and water to make gloop and explored with the mixture as they watched the mixture changing consistency. These well-planned activities help to promote children's creative development as well as their problem-solving skills. The childminder extended the activity further as she encouraged children to add more cornflour into the mixture to make pastry. Children then used rolling pins and shape cutters to mould the pastry and were identifying the different shapes and sizes. As a result, these well-planned activities and good interactions help to promote children's mathematical development further.

Children enjoy physical activities indoors and outdoors in all weathers, which means they benefit from fresh air and exercise. They use a variety of equipment in a well-resourced garden to extend their physical skills. The childminder provides children with a good selection of programmable resources. This supports their understanding of early technology as well as teaching them repetitive words, sounds and numbers. The childminder provides children with a range of multicultural resources to develop their understanding of different cultures, and they celebrate festivals from around the world. However, although the childminder promotes children's understanding of the world well overall, there are fewer resources available to help children to learn about diversity and to understand differences through their everyday play.

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

The childminder has a stimulating and homely environment that is thoroughly child centred. Children settle quickly, form secure relationships and are happy and content in her care. For example, children smile happily and laugh with her during activities. Children benefit from familiar routines that are consistent with their experiences at home, which help them feel secure. Consequently, children are confident and display a good sense of belonging in the childminder's home.

The childminder is calm, patient and consistent in her management of children's behaviour. She uses clear and consistent methods and offers children lots of positive praise throughout daily activities and routines to acknowledge their efforts. For example, the childminder praised children when they showed her the cake they made with the cornflour or helped her to tidy up the toys. This helps to build children's self-esteem and supports their future learning. Consequently, children are extremely well behaved and the provision has a calm atmosphere in which children learn to be kind and caring. Children practise regular evacuation drills to help them to become familiar with the procedures, so

that they learn to leave the premises quickly and in a safe manner. This helps to raise their awareness of safe practices in an emergency.

The childminder understands well how to promote children's health and well-being. She helps children to learn the importance of good hygiene practices. For instance, children wash their hands independently at appropriate times, especially before eating. The childminder ensures that children develop independence in many basic skills including managing their personal care needs. Mealtimes are a relaxed, sociable occasion and the childminder sits with the children. She interacts well with them and talks to them about healthy eating. Children benefit from varied, healthy, home-cooked meals and snacks that meet their nutritional needs. However, there are missed opportunities for children to practice their self-care skills further during snack time. For example, the childminder does not encourage children to help to prepare and serve their snacks themselves.

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

The childminder promotes children's welfare well, because she is knowledgeable about the safeguarding and welfare requirements. She has a good understanding of safeguarding issues and knows what to do should she have a child protection concern about a child. The childminder is vigilant in her supervision of children and conducts effective risk assessments to help her identify potential hazards. She effectively implements a number of policies and procedures. These guide her practice and she shares them with parents. The childminder has a good understanding of the learning and development requirements. She monitors children's achievements closely by observing what they do. This helps to ensure that she identifies any areas where children require further support.

The childminder is enthusiastic and motivated to make improvements to her service. She is keen to improve her professional knowledge and to seek further support and training. The childminder uses the self-evaluation processes effectively to monitor what children enjoy and identify how she can further improve and develop activities. She reflects on her practice by taking into account the views and comments of parents as well as children in her care. The childminder has addressed the actions and recommendations from her previous inspection, which has had a positive impact on children's learning and care.

The childminder has strong relationships with parents, resulting in effective communication and information sharing. For example, she informs parents of their children's care and routines each day. Parents are very complimentary about her caring approach, and say their children are very happy in her care and enjoy their days with her. The childminder works effectively with other early years settings and schools children attend, providing continuity in children's learning and development. For example, she shares children's achievements and progress with the nursery they attend; therefore, planning aims in both provisions are consistent for children's learning. The childminder is aware of the need to work in partnership with other agencies or specialist providers if the need arises.

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	160061
Local authority	Enfield
Inspection number	904064
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	0
Name of provider	
Date of previous inspection	16/03/2011
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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