

Inspection date

22/07/2013

Previous inspection date

09/03/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 are making good progress across all seven areas of learning. This is because the childminder knows the children well and plans activities around their interests.
- Children are content in the childminder's care. It is evident that they have developed secure and trusting relationships with her.
- Children are developing the skills to become independent learners as they access their environment and resources with growing confidence.
- The childminder demonstrates a commitment to working in partnership with parents. She keeps them well-informed about their children's time spent with her as she engages with them daily through verbal and electronic communications.

It is not yet outstanding because

- Although the childminder provides an accessible learning environment for children, she has not labelled all of her storage boxes so that even the youngest children can see what is inside and make a choice about which resources they would like to play with.
- Although the childminder has begun to develop many positive self-evaluation practices, she has not fully encompassed the views of parents and children. This means they have slightly fewer opportunities to be involved in initiating improvements within the provision.

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 childminder's home and went on the school pick-up with the childminder to collect nursery children.
- The inspector talked with the childminder and the children present.
- The inspector looked at the children's assessment records and a range of other documentation, including the safeguarding procedures.
- The inspector reviewed parental communications and took this evidence into consideration.

Inspector

Siobhan O'Callaghan

Full Report

Information about the setting

The childminder was registered in 1995. She lives with her two adult children near to Enfield town in the London Borough of Enfield. All areas of the home are used for childminding purposes except for the bedrooms. There is an enclosed garden available for outside play. The family has two pet cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has two assistants registered at her address to work alongside her. She is currently caring for 13 children; of these, four children are in the early years age group. The older children attend part-time with some children attending before and after school, and a few attending in the school holidays. The majority of children attend on a part-time basis. The childminder walks to local schools to take and collect children and she attends local toddler groups with the minded children. The childminder currently supports a number of children who 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:

- provide more visual labels in the environment to further promote all children's independence in making choices
- build on the systems for self-evaluation taking account of the views of parents and children, to help identify areas for further improvement.

Inspection judgements

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

The childminder plans a broad range of interesting learning opportunities for children both indoors and out in the local community. For example, she plans outings to support children's interests such as visiting a museum where children enjoyed exploring antique toys while younger children explored the interactive sensory areas. Children travelled by train which also supported a child's particular interest in transport. The childminder demonstrates a good knowledge and understanding of how children learn through play and through unplanned experiences. For example, when children are excited about catching a fly she encourages them to observe its features such as how many legs it has and how many wings. She offers children to take a closer look as she goes to find the

magnifying glass. This supports children's curiosity; encourages them to think; and also to problem solve as they count the legs and wings they can see. The childminder regularly observes the children's achievements and tracks their individual progress against developmental milestones. She effectively uses this information to plan activities to help support them in mastering new skills. Consequently all children are supported to make good progress given their starting points.

The Childminder has successfully implemented the progress check for two-year-old children. This helps to identify any additional learning support children may need. There are good procedures in place to work in partnership with parents as the childminder shares all of her assessments with them using a secure online data base. This also enables parents to record their contributions so that they are fully involved in their children's ongoing learning. These effective procedures support a continuous approach towards both children's care and learning needs. Children who speak English as an additional language are making good inroads in developing their competency in speaking English. Their home languages are valued as the childminder knows and uses key words in their home languages with them. This further supports their self-esteem and sense of belonging. The childminder effectively supports children's communication and language skills as she speaks with them and asks them useful questions. For example, older children are confident to discuss what they have been doing at nursery in the morning and announce the friends they have been playing with. They inform the inspector that they like to play football and complete puzzles when they are at the childminder's home. Children who speak English as an additional language and younger children are supported through lots of language repetition so that they can practice and learn new words.

Children are very busy as they go about their play. They help themselves to good quality resources. However, younger children are not able to see what is in the boxes stored in the cupboard, consequently, their ability to make choices is not so immediate. Nevertheless, children are confident to make their wishes known; they confidently initiate imaginative role play games with the childminder. For example, they are keen to cook pretend food and drinks to share with her and delight in getting lots of praise for all their efforts. These warm interactions demonstrate the secure attachments that have been established between them. Children have daily opportunities to get fresh air and engage in physical play. Older children walk to and from school each morning and there are regular visits to the local park. Discussions and photographs show children climbing, balancing, running and jumping as they use a variety of challenging apparatus. They also enjoy picnics in the park in the fine weather. Children are learning about their natural world as they help the childminder to care for her plants in the garden. Overall, children are developing many valuable skills and knowledge which will help their learning when they move onto school.

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

Children enjoy exploring the good quality resources available to them. They have a wealth of learning opportunities both outside and inside the home environment, which helps to support their all-round development. The childminder provides a safe home environment

for children. She maintains a regular risk assessment of the environment so that potential hazards can be noted and addressed. Children are also involved in managing risks. For example, the childminder discusses with them the rules for road safety when they are walking back from school. Children are confident to share their knowledge as they say that they must hold onto the buggy and never step in the road until it is safe to cross. They are gaining a successful understanding of the importance of having a healthy diet and keeping active. The childminder provides them with healthy home cooked meals and ensures that children always have access to water. Children are confident to request that they would rather have strawberries than an apple for their snack. Children with severe food allergies have their needs well met. This is because the childminder works closely with parents when she is planning her food menus and managing children's health needs. The childminder follows consistent hygiene practices to support children in developing their own understanding of the importance of personal hygiene. For example, children know why they must wash their hands before eating and after visiting the bathroom as this is effectively role modelled by the childminder.

Children are happy and content in the childminder's care as she sensitively takes care of their individual needs. For example, babies enjoy cuddles as they drink their bottle of milk. They are happy to play independently as long as they are able to see that the childminder is close to them. This demonstrates that they have formed secure attachments with her. The childminder organises her time effectively to help ensure that all children are well supported and receive individual support and attention. She promotes a positive role model to children as she focuses on giving praise for desirable behaviour. For example, young children who are currently potty training are delighted with all the recognition they receive when they use the potty, while older children are praised for eating their lunch independently. Children are motivated to help tidy away resources as the childminder reminds them of how helpful and clever they are. These positive interactions support children to develop polite and respectful behaviour. Children have ample opportunities to extend their social experiences and develop friendships as they attend regular toddler groups. This in turn supports them to learn how to behave in polite ways such as being able to share and take-turns; skills which are essential for their future learning. Children are well-prepared for their move to school as the childminder has developed close partnerships with the local school that all children transfer to. Therefore, systems to share information about children's learning and general well-being are well established to promote a consistent approach.

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

The childminder has a competent knowledge and understanding of the safeguarding and welfare requirements. She has robust procedures in place to initiate suitability checks for assistants and for all adults living in the home. She has employed experienced and qualified assistants so that they have the skills to support her in providing good quality care and education for children. The childminder is duly focused on safeguarding children's welfare. She has a good knowledge and understanding of working in partnership with parents and outside professionals to monitor the welfare of all children in her care. She

has secure procedures in place to record and share concerns where this is necessary. The childminder promotes a safe and secure environment for children. As well as risk assessing her home environment she demonstrates a good understanding of promoting children's safety on outings. For example, she always reviews her ratios, the modes of transport she intends to use and the suitability of venues for the ages of children attending. This helps to ensure that children's safety is prioritised when they are away from the childminding home.

The childminder has a good knowledge and understanding of the learning and development requirements. She values working in partnership with parents, and with the schools the children attend. She successfully promotes children's learning through play and values their interests; home cultures and languages in her provision. This supports all children to enjoy and achieve within her care. Since her last inspection she has invested in an online planning and assessment tool. This effectively supports her in monitoring children's progress and recording competent next steps to aid their continued progression. She is enthusiastic about the effectiveness of how she can now update parents instantly about their children's achievements. Parents have their own secure code where they can log on and observe photographs, observations and records of how their children are being supported to develop new skills. Parents have the ability to record their own observations of their children's current interests and skills and to suggest further areas of support their child may need. These successful systems certainly support a professional and open approach to working in partnership with parents. The childminder is also able to share with parents her comprehensive records, policies and procedures that are in place to give them an understanding of her roles and responsibilities.

Overall, the childminder has developed valuable self-evaluation systems to support continuous improvement within her provision. As above she has invested in new tools to support her childminding practice and she has also improved the management of documentation to support welfare requirements. She prioritises essential training such as first aid and child protection so that she is up-to-date with any new procedures or requirements. She is therefore competent to set clear targets to bring about improvements within her provision. It is also evident that the childminder values the good partnerships she has established with children and their parents. However, she has not fully embedded these within her self-evaluation procedures. Parents and children are not currently engaged in sharing their views or ideas, which means they have fewer opportunities to share how they think practice may be improved.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	135633
Local authority	Enfield
Inspection number	923804
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	09/03/2011
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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