

Inspection date	15/01/2015
Previous inspection date	20/10/2011

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		1
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 ready to learn because the childminder provides thoughtful activities that are based on her knowledge of the children and their interests.
- Ongoing observations, planning and assessments mean each child's needs are quickly identified and planned for so that all children are able to make good progress.
- The childminder strongly promotes children's personal, social and emotional development by building and maintaining warm, caring relationships with them.
- The childminder establishes good partnerships with parents to meet their child's care and learning and development needs, and parents are very happy with the quality of care their children receive.

It is not yet outstanding because

- The childminder is encouraging and invites parents to be more involved in sharing information about their children's learning at home, but this is not yet fully established.

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 held discussions with the childminder.
- The inspector read a reference provided by a parent.
- The inspector observed the childminder interacting with the children.
- The inspector examined a sample of relevant documentation.

Inspector

Catherine Greene

Full report

Information about the setting

The childminder registered in April 2003. She lives with her two children, one of school age, in the Hornsey area of the London Borough of Haringey. Children have access to the whole of the ground floor, and the first floor bedroom and bathroom. There is an enclosed garden available for outdoor play. The childminder has three children on roll, all of whom are in the early years age range.

What the setting needs to do to improve further

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

- enhance the good systems used for assessment to more clearly detail children's specific next steps for learning and to further involve parents in sharing information about children's learning at home.

Inspection judgements

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

The childminder has a good understanding of how children learn through play. She skilfully plays with children, down at their level. This encourages children to interact with her which helps them to develop their social and communication skills. Children behave very well as a result. Children enjoy participating in activities planned for them, such as painting with stamps made out of fruit to make different shapes. The childminder makes sure these activities allow children to develop them as they choose. For example, children are able to design and make things for themselves, and in their own way. As a result, children's imaginative and creative skills are maximised.

The childminder keeps a learning and development record for each child. The record contains photographs and observations of the children and is regularly shared with parents. Parents are asked to provide information from home when children start, which is included in their records. The childminder uses the information to plan appropriate activities for the children. However, these are not always very specific, and do not make it clear what children have been learning at home. The childminder closely observes the children in play and is quick to adapt activities to make them either more achievable or more challenging. This teaches children to keep on trying if they encounter difficulties and to enjoy their achievements.

Children experience a good variety of play opportunities including outings to different parks and centres around the local community, and further afield. The childminder very successfully teaches children to develop their understanding of the world, including looking at nature. She uses their interest in animals to engage them in games to make

animal noises and movements. In addition to being fun, this helps to promote children's language and communication skills, and their physical coordination. In the garden, young children practise their physical skills as they use push-along toys, and develop good hand-to-eye coordination by filling and emptying the large containers. The childminder also makes sure that children have the option to play quietly by themselves, rest or enjoy a cuddle. This means that children's individual needs are being well met.

The childminder works closely with parents, sharing daily information verbally and in other methods, such as email and text messaging, so they keep informed about their child's welfare and daily activities. Parents praise the childminder in their written feedback, commenting how, 'working has been so much easier knowing my child is in such safe hands'.

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

Children clearly feel safe and extremely secure with the childminder. They play happily and seek the childminder out to share experiences, and for support and comfort. This shows the children have formed strong and secure attachments with the childminder. She continually boosts children's self-esteem and sense of achievement so that they enjoy learning, and are keen and confident to explore. She sits on the floor with children offering them close physical reassurance. She organises her time effectively so that she is always available to support children's care needs.

The childminder is exceptionally skilled at promoting children's well-being. She does this particularly well by being sensitive and responsive to children's needs. She prioritises children's safety extremely well, both in her home and when she takes them on outings. She makes efficient and effective use of her risk assessment process to help ensure the premises and equipment are safe, clean and suitable for the children's use. She keeps her premises secure, and maximises the space for children so that they can move safely and freely around her home, and they do so confidently.

The childminder prepares and provides a nutritious range of healthy meals and snacks that appeal to the children, and support their health to a high standard. Parents are provided with detailed information about the nutritious food their children are eating. Children learn how to manage their personal care needs well, in readiness for school, receiving praise and encouragement from the childminder.

The childminder captures comprehensive information about children when completing the required progress check for two-year-old children. These indicate that children are making good progress, and in some instances very good progress in their learning towards the early learning goals of the Early Years Foundation Stage. She is well prepared for the integrated health review meetings that include parents and health professionals. Furthermore, she has been asked by staff at the health clinic if her format for the progress check can be shared with other parents and carers, as an example of good practice.

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

The childminder has a secure understanding of the learning and development requirements and how to keep children safe. She has a good knowledge of child protection issues and knows the procedures to follow if she has any concerns about a child's well-being. All the required policies are implemented to support her practice and care of the children. For example, she uses a mobile telephone to take photographs of children at play. She makes certain her systems for storing and sharing these with parents are robust and secure, to protect children's well-being. Good maintenance of documentation contributes to the childminder's efficient management of her provision. This includes records, such as the register of attendance, details of existing injuries and accidents, and her assessment of potential risks. This helps her to demonstrate how she safeguards children in her care.

The childminder has met all the recommendations made at the last inspection. Her self-evaluation systems for considering what is working and what needs to improve are developing well. For example, the childminder has identified that she plans to encourage children's independence in trying out things for themselves. She is now developing the range of cutlery and tableware available to children, to enable younger children to develop their confidence and support their independence.

The childminder has a good working relationship with parents. She uses record books for each of the children she cares for to share their achievements and progress with parents. References from parents record they are pleased with the progress their children are making, and that they feel their children are happy and well cared for. Communication with other providers at nurseries and schools is well established. The childminder liaises with other settings that the children attend to share information and promote a shared approach to children's learning.

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	EY245293
Local authority	Haringey
Inspection number	814500
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	20/10/2011
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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