

Inspection date	30/05/2013
Previous inspection date	18/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder makes children feel secure and special, which nurtures their well-being, confidence and self-esteem well.
- The childminder provides a satisfactory range of activities in her spotlessly clean and welcoming flat; she organises regular visits to a local amenities and groups to give children opportunities to socialise with more children and experience cooking and craft activities which helps them to make satisfactory progress in all of the areas of learning.
- The childminder provides a bi-lingual English and French environment which gives the children opportunities to learn simple French in naturally occurring situations.
- The childminder has forged productive relationships with parents, with an effective two-way communication about children's individual needs, interests, preferences, achievement and progress which helps ensure consistency of care and involve parents in moving children's learning and development forward.
- The childminder provides healthy food and snacks, and uses outings well to ensure children have opportunities to progress in their physical development and learn how to stay healthy.

It is not yet good because

- The childminder does not always organise or use the toys, activities and resources well enough to make the most of opportunities to promote children's learning and development.

- There are not enough opportunities for children to express themselves creatively using a wide range of media and materials, and there is an over-use of inappropriate worksheets which are not suitable for the children's stage of development.
- The childminder has not identified the possibility that unsupervised children may access bedrooms not used for childminding, (at times other than when they use the cot in the childminder's bedroom for sleeping.).

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.
- The inspector spoke with the provider and children at appropriate times.
The inspector looked at children's observation and assessment records, planning records, evidence of suitability of adults in the household and a sample of policies and other documentation.
- The inspector took account of the views of parents from their written comments.

Inspector

Linda McLarty

Full Report

Information about the setting

The childminder was registered in 2006. She lives with one adult son in Finchley Road within the London borough of Camden. The living room, childminder's bedroom and halls are used for childminding purposes. Access to the provision is via lifts and stairs to the front door. There is no access to an outdoor area but children are regularly taken to the local park.

The childminder is registered to care for a maximum of six children at any one time. She has four children on roll, three of whom are in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends a childminder drop-in group and toddler groups on a regular basis.

The childminder cares for children from 08.00 to 18.00 on weekdays and offers early years care and education throughout the year, except for two weeks at Christmas and two weeks in August.

The childminder supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure that the stage of development of each child is considered when planning and delivering activities in order to provide challenging and enjoyable experiences which attract and retain children's interest
- provide more opportunities for children to express themselves through a variety of activities in art, music, movement, dance, role-play and design and technology
- ensure that children do not have unsupervised access to areas not used for childminding, such as bedrooms other than when the childminder's bedroom is used for children's sleeping arrangements.

Inspection judgements

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

Parents appreciate the very nurturing environment provided by this childminder, who is developing a sound understanding of the revised Early Years Foundation Stage, with its refreshed emphasis on learning and development. She organises activities inside and outside of the home to promote the seven areas of learning. This gives children opportunities for physical development, 'messy play' and simple cooking which would

otherwise by difficult to organise in her small, but very welcoming home. Weekly visits to local childminder network groups and community play activities compensate well for the lack of outdoor space. Regular outings help children to explore the neighbourhood and develop a sense of the local community.

The childminder has a limited understanding of how to promote children's creativity in the home, although children have opportunities to express themselves in craft activities in the regular outings to the childminder network and other groups. However, there is an over-reliance on colouring-in worksheets, some of which are not appropriate for the individual children's stage of development.

Children enjoy exploring the 'treasure basket' of interesting items and there are many good quality toys for all ages. However, the organisation of resources and the childminder's interaction with children does not always promote good learning. For example, in a planned jigsaw activity, there were too many jigsaws mixed up together, which discouraged children from joining in, or completing the puzzles. The childminder persevered too long on this activity, and did not always respond quickly enough or make the most of the learning opportunities when children selected alternative toys.

Children are relaxed and happy with the childminder, who chats with them constantly about activities they enjoy with her and at home, and consequently children make secure progress in their language and communication skills in English.

She uses praise well to reward specific behaviours and achievements, such as courtesy and co-operation, and attentive listening. This reinforces children's confidence and encourages their eagerness to listen, relate and play well with others.

The bi-lingual environment is supporting all children, not just those from French families, to understand and confidently use simple French phrases. The children learn to count, name and match shapes, compare size and use the language of position such as 'in front' 'behind' 'bigger' and 'smaller' when selecting toys. They watch the changes which occur, for example when mixing flour with liquid during weekly cooking sessions in a nearby community hall.

The childminder has a sound knowledge of each child's needs, interests and abilities, and the children in her care are progressing satisfactorily towards the early learning goals for all areas of learning. The childminder can verbally explain where children are in their learning and the progress they have made from their starting points. She has started recording assessment information in writing, which indicates that children are broadly working within the range of development typically seen for their age. The childminder uses the two year old progress check well to clearly identify children's strengths and areas for development and this is shared with parents.

The childminder and the parents 'share and surprise each other' with their observations of what children know, understand and can do, and this information is used satisfactorily to help the childminder plan for the next steps in children's learning. Parents' views are used to adapt the educational programme to meet individual children's needs, such as a suggestion that older children have more opportunities to make friends with children their own age. Children now have friends in a local church group. However, some parental suggestions are not implemented quickly enough, for example, to improve opportunities for children to use art to express themselves more creatively.

Children's learning journals contain photographs with useful explanations of what children are learning during the many interesting activities enjoyed during the visits to local groups and amenities. This helps parents to understand and build on their child's learning in the home.

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

Children form secure attachments to the childminder, and copy her courteous and kind approach. They are well-behaved and content, which provides a sound basis for their future learning and development and helps them to relate well to others. They independently access good quality toys and resources and are increasingly learning to manage their care needs independently.

They enjoy wholesome, home-cooked meals and snacks. In a drive to promote healthier eating habits, the childminder has taken on responsibility for supplying nourishing snacks in the childminder network group she takes children to. She also organises weekly outings specifically to give children regular opportunities for enjoyable physical exercise which promotes their physical skills and understanding of healthy lifestyles.

The childminder's home is spotlessly clean and very welcoming, and provides a calm environment where children are being adequately prepared for the next stages of their learning. Children use a cot in the childminder's bedroom for sleeping, but the childminder had not identified the possibility that children may independently access items in her own bedroom or that of her son. However, in general, she manages risk satisfactorily by close supervision of children.

The childminder's support is preparing children satisfactorily for future learning and for school, and they are developing enthusiasm for learning and an ability to relate well to others. Children also experience very regular opportunities to learn through play in different situations outside of the childminder's home. This helps them to socialise with a larger groups of children, which is also good preparation for school. Where children are cared for in more than one setting the childminder liaises satisfactorily with other providers to support children's learning and development.

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

The childminder is becoming increasingly aware of her responsibilities to prepare children well for their future learning. Her self-evaluation is firmly based upon improving how she meets the learning and development needs of individual children, although not all weaknesses in how she delivers the educational programme were identified. She is very committed to the improvement of the service she offers, welcoming the comments of parents and other professionals on the quality of her work. She is currently studying for a level 3 Diploma in order to improve her understanding of the revised Early Years Foundation Stage and of how young children learn.

She plans a programme which covers all areas of learning and assesses children's progress from their starting points. She lacks confidence in supporting children with additional

needs, although she can demonstrate that she has supported children's specific needs satisfactorily, liaising sensitively with parents and with other providers of early years care and education. This helps to ensure that all children in her care have the opportunities they need to make progress.

The childminder has an adequate understanding of how to protect children, and she is aware of her responsibility to report any safeguarding concerns to the relevant persons and she knows the correct procedures to follow. All adults living in the household have been vetted by Ofsted to further safeguard children's welfare.

There is some lack of clarity about her understanding of her responsibility to maintain a record of complaints and their outcomes, and although information on all concerns is kept, it is not organised in an easily accessible way.

The childminder recognises the importance of building close links with parents, and where appropriate, other providers of children's early education, based upon ensuring a consistent approach to helping children make progress in their learning and development. For example, she liaised with the nursery teacher to support a minded child's specific needs, and implemented their suggestion to provide more physical activities as a way of engaging him in learning, and encouraged his communication by increasing the use of nursery rhymes.

The 'Welcome file' includes the childminder's detailed policies and procedures and provides parents with useful information about the service, and lays the foundation for a two-way communication to support children's learning and development from the outset. The childminder keeps parents informed about the care and learning needs of their children through frequent informal discussions which are backed up by access to the learning journals and assessment materials. Parents' comments in the children's records show that this is beneficial in promoting a consistent approach to children's care and learning, and is helping to move their children's learning forward. Parents' comments in written feedback demonstrate high levels of satisfaction with her service.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare by ensuring that children do not have access to parts of the home not used for childcare except when the childminder's bedroom is being used for children's sleeping arrangements.
- ensure the premises and equipment used for the purposes of the childcare are safe

and suitable for that childcare by ensuring that children do not have access to parts of the home not used for childcare except when the childminder's bedroom is being used for children's sleeping arrangements .

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	EY334362
Local authority	Camden
Inspection number	920730
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 0
Total number of places	0
Number of children on roll	0
Name of provider	
Date of previous inspection	18/02/2010
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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