

Inspection date

Previous inspection date

04/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 provides a child-friendly environment in which children enjoy and have fun with a suitable range of resources.
- Children show that they are happy and content in the warm, welcoming and inclusive atmosphere in which they play and learn.
- Children feel safe and secure and enjoy the quality time that the childminder spends playing with them.
- Partnerships with parents are developing to make sure children's needs are met.

It is not yet good because

- The childminder does not possess a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage and how to use her observations to plan for children's next steps in learning.
- The childminder does not always use open-ended questions or use conversation to help children develop their thinking skills.
- Children do not learn about healthy eating, in order to develop healthy attitudes to healthy lifestyles.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 two main downstairs areas and the garden.
- Ongoing discussion with the childminder took place through out the visit. Safeguarding was discussed with the childminder and her policies sampled.
- Children's information and some development records were sampled.
- Parents views were gathered through letters left by parents for the attention of the inspector.

Inspector

Seema Parmar

Full Report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children, three of whom are over 16 in Ponders End in the London Borough of Enfield. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is currently caring for two children in the early years age range. Her service is available all year round and she works weekdays only from 8am to 6pm. The childminder is available to drop and collect children from local schools. She takes children to the local parks, library and toddler groups.

What the setting needs to do to improve further

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

- acquire appropriate skills and knowledge in order to more effectively implement the Statutory Framework for the Early Years Foundation Stage, with particular regard to the learning and development requirements
- develop regular and precise assessments of children in all areas of learning and use these effectively to plan their next steps in learning
- develop the educational programme for children's communication and language by asking open questions, by encouraging children to talk and think

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

- involve children in preparing food and other activities to reinforce messages about healthier eating choices.

Inspection judgements

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

Children experience a suitable range of activities that are interesting and encourage learning. They show they are happy and enjoy their time with the childminder by the relaxed way in which they play. The childminder builds on children's experiences through actively being involved in their play and learning. For example, she sits on the floor and engages well, talking, praising and smiling with the children. Babies are suitably supported and encouraged to develop their communication skills, as they respond very positively to the attention they receive, cooing, gurgling and squealing in delight as the childminder makes eye contact. Older children chatter with the childminder, as they move from one area of play to another, chattering about what they are doing. Children use a quality range of books which they enjoy both independently and sometimes with the childminder. However, the childminder sometimes misses chances to ask open-ended questions and engage in purposeful conversation, to fully promote children's thinking skills as they play. Children develop their emergent writing and make marks by selecting and using colouring pencils and crayons. Children use a selection of programmable toys, which supports their learning as they find out why things happen and how things work. Children's personal, social and emotional development is developing well, as they say 'please' and 'thank you',

and learn to respect their environment as they tidy away the toys.

The childminder recognises children learn and develop through age appropriate play activities. However, she has a very basic understanding of the learning and development requirements and how to use her observations of children to plan for their next steps in learning. She actively engages parents to find out their children's starting points but her systems for observing and recording children's development are in the early stages and do not yet show at what stage individual children's development and progress is at. As a result she is not planning fully to meet children's individual learning needs. Although none of the children attend any other settings, the childminder demonstrates an adequate understanding of working with other settings to promote continuity of care and learning.

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

Children are happy, relaxed and confident in the childminder's care, as she recognises their individual needs and provides well for them. She provides an inclusive service for children, as she obtains sufficient information about the individual needs of each child. For example, she finds out children's likes and dislikes, dietary requirements or allergies, so they receive the appropriate care and support.

Children's personal, social, and emotional development is promoted suitably as the childminder offers appropriate levels of support to the children. As a result children benefit from her caring and supportive attitude which helps them to feel valued and raises their self-esteem. Babies follow their individual daily routines, seeking comfort and cuddles as they go for their naps and using gestures to make their needs known. They feel secure and safe as the childminder promptly responds to their different types of cries for when they are hungry, tired or needing a nappy change. Older children develop their independence skills as they take responsibility for choices in their play and access these with ease. For example, they self select their toys and resources which are attractively displayed to engage their interest.

In the main parents provide children's snacks and meals. However, children do not have good opportunities to learn about healthy lifestyles as the childminder does not actively promote their understanding of healthy eating through cooking activities and discussions about healthier choices. Babies anticipate food routines and express hunger and thirst. Older children begin to be independent in self-care, but still often need adult support. They are beginning to understand that hand washing is an important part of the routine. However, the childminder sometimes misses using explanations to older children about the importance of good routines.

Babies and children enjoy fresh air and exercise as part of their daily routine. Older children have fun on a low level garden swing, singing 'See Saw Margery Daw' and shouting out 'Look at me I'm going to see saw'. The childminder gives the children gentle prompts to hold on tightly on the swing so they do not fall down. Children play ball, ride tricycles and ride-on toys, developing their physical skills through energetic play. Babies are warmly wrapped up safely strapped into their buggy to enjoy the fresh air and can be

heard, gurgling and squealing happily.

The childminder creates a safe environment. Children learn to keep themselves safe as they learn about fire safety. They practise fire drills so that they know how to quickly and safely evacuate the home should the need arise.

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

The childminder has recently returned to childminding following a long break from childminding. She has a secure knowledge of the safeguarding and welfare requirements and promoting children's safety. She has attended first aid and child protection training in order to support her knowledge and practice and to promote the welfare and well-being of children. The childminder carries out precise risk assessments and makes certain that daily visual checks take into consideration any potential hazards, to safeguard children. Children enjoy and achieve through a suitable range of activities and resources and also through supportive engagement by the childminder. However, the childminder is less secure in her understanding of the learning and development requirements, particularly in planning for individual children's progress across all areas of learning.

The childminder has begun to look at what is being done well and what she needs to improve. She is aware of the gaps in her knowledge and has established close links with the local early years team in order to seek support and training to update her knowledge of current legislation and practice. The childminder shows positive commitment to attend training and development in order to benefit the care and learning for the children.

The childminder provides an inclusive service for children as she gathers sufficient information about the individual needs of each child. This helps her to give individual children appropriate care and support. Children have satisfactory opportunities to learn about diversity. The childminder provides a suitable range of resources which reflects positive images of the wider world. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem.

Partnerships with parents are suitably promoted. Children's emotional well-being is nurtured as the childminder gathers detailed information about their development when they first start, as well as any specific requirements to support their welfare and routines. Children benefit from daily close communication between parents and the childminder. The childminder is developing ways for parents to become more fully involved in their child's continuous learning and assessment. Written feedback from parents state, that they are very happy with the care and activities offered. The childminder demonstrates a basic understanding of working with other agencies, should additional support be needed, if children are progressing less than their expected stage of development.

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
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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. 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	EY339435
Local authority	Enfield
Inspection number	805892
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
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 that are usually their 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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