

Inspection date	19/11/2014
Previous inspection date	21/10/2008

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

- Children are happy in the childminder's care. The childminder has developed a close relationship with minded children and she is enthusiastic and dedicated to her role.
- Partnership with parents is excellent. Consistent two-way communication between the childminder and parents provides children with an effective settling-in process. As a result, the childminder effectively promotes children's well-being.
- The childminder places a good focus on children's individual learning needs and involves parents in their learning. As a result, children enjoy a wide range of activities and make good progress in their learning and development.
- The childminder supports babies' language and communication skills effectively to help them progress to become confident talkers.

It is not yet outstanding because

- Occasionally, the childminder does not give children sufficient time and space to explore resources to further develop their problem solving and thinking skills.
- Children do not always have opportunities to explore natural and textured resources to encourage children to learn using all of their senses.

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 the childminder caring for children, primarily in the living room area of the childminder's home.
- The inspector had a tour of the areas of the childminder's home used for childminding purposes.
- The inspector gained the views of parents through available documentation.
- The inspector looked at a sample of available documentation.

Inspector

Helen Steven

Full report

Information about the setting

The childminder registered in 2006. She lives with her adult daughter, who attends university during term times, in a first floor flat in Hampstead in the London Borough of Camden. The lounge is the main area used for childminding purposes. There is no garden available for outdoor play although there are parks and open spaces in easy walking distance. Access to the childminder's home is via several steps to the front door and a flight of internal stairs. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder currently has one child on roll 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 children's thinking and problem solving skills by giving them more time to explore and investigate resources
- enhance resources further so that young children can use a range of natural and textured resources, which encourage them to learn using all of their senses.

Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of how to promote children's learning. As a result, children are fully engaged in purposeful play in a welcoming and caring environment. The childminder has strategies to identify children's starting points. She gains lots of information from parents, carries out observations and uses guidance to assess children's current developmental levels. The childminder uses this information to identify children's next steps in their learning in order for them to reach their full potential. Regular observations of the children's achievements help her to monitor their progress, which provides secure information to plan for their individual needs. This helps to ensure the children make good progress across all the areas of learning. As a result, they develop the necessary skills to help them prepare for their next stage in learning. The childminder generally cares for children under the age of two. However, she shows a secure awareness of her responsibility to complete a summary of children's progress at age two should she care for children of that age. In preparation, she has practised carrying out the progress check on a friend's two-year-old child. She has found this process useful and sees the benefits of completing summaries of children's progress for parents.

Children benefit from a good range of play based experiences that are tailored to their individual interests. Planning is flexible and effective and children are engaged in learning opportunities that they find interesting. The childminder encourages children to choose from the varied selection of toys on offer and these are changed to sustain children's interest. The childminder mainly has man-made toys and has few resources made from natural materials for children to explore different textures to promote the use of their senses.

The childminder is very aware of children's likes and dislikes and babies show sheer delight when they see their favourite fire engine, which she has set out for them. The childminder uses a good range of teaching methods. For example, she demonstrates how toys work by twisting knobs and pressing buttons and talks to children about what they are doing. However, at times she does not allow children time to explore and problem solve for themselves before she intervenes.

Children develop an interest in mathematics as the childminder sings counting songs. In addition, she uses mathematical language during children's play making reference to size and direction. Babies' are introduced to the pleasure of reading as they snuggle in to look at books with the childminder. The childminder responds to their babbles, which encourages them to communicate. Children learn about technology as they press buttons on electronic toys and they take pleasure in the lights and sounds they create.

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

Children feel comfortable, happy and eager to learn in the childminder's care. They have a strong bond with the childminder. This is reflected by children making positive eye contact, listening and responding to the childminder and giving her beaming smiles. Children are reassured by the childminder, such as with cuddles when visitors are present. As a result, babies' feel confident to interact with visitors by smiling and gurgling. The atmosphere in the setting is calm and relaxed. Children develop good manners as the childminder is a positive role model and offers children gentle reminders to say 'please' and 'thank you'. The childminder offers plenty of praise and encouragement and celebrates children's achievements, for example, by clapping her hands. Children are able to make choices about their play as a varied selection of resources is available at a low level, thus encouraging them to become independent.

Children are developing healthy lifestyles as the childminder works in partnership with the parent to ensure children are well nourished. Babies' are encouraged to feed themselves finger foods, such as rice cakes. They handle a spoon in preparation for them to start the process of feeding themselves independently. The childminder role models good hygiene practices, such as hand washing after changing nappies and commentating about what she is doing. She cleanses the children's hands and explains to them the reason why. This supports children in developing their understanding of good hygiene routines. The childminder takes the children to local parks to ensure they benefit from fresh air and exercise. Children have space to move around indoors and the childminder places toys at different levels. This supports babies' to pull themselves up to stand in preparation for

their next stage of learning.

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

The childminder works primarily with children under the age of two and generally on a one-to-one basis to provide quality care. She is dedicated to her role as a childminder and takes pride in the service she offers. The childminder speaks about the children fondly and is excited by the progress they are making. She makes use of the information and support provided from the local authority development workers and uses their suggestions to make continuous improvements. She reviews her practice on an ongoing basis. For example, if she cares for an older child, she reviews her activities and resources to ensure she provides children with sufficient challenge. The childminder plans to attend a child protection course to further strengthen her knowledge of safeguarding children. All actions and recommendations from the last inspection have been addressed effectively.

The childminder has a secure knowledge of the signs and symptoms of possible safeguarding concerns. She is aware of where to seek guidance in order to support children's welfare in the event of concerns arising about their well-being. Fire safety control equipment is in place and the childminder is aware of how to evacuate her home safely in the event of an emergency. She holds a valid first-aid certificate which enables her to deal appropriately with any accidents and is in the process of updating the contents of her first aid boxes.

The learning environment is organised effectively, which ensures children have sufficient space to play and learn and have access to a good range of toys and resources. The childminder has comprehensive systems in place to maintain required documentation in order to promote children's good health and welfare. Partnership with parents is strong as the childminder has forged good relationships with them in order to provide consistency for the children. Daily text messages, weekly diaries and regular meetings give parents information about their children's learning and welfare. Together the childminder and parents discuss in-depth the children's next steps in learning, which also helps parents to extend their children's learning at home. Parents both past and present are very happy with the service the childminder provides. They note that their children have formed extremely strong bonds with the childminder and it was like 'leaving their child with a trusted friend'. They feel that the childminder is 'exceptionally skilled' and their children are 'challenged and continuously stimulated'. The childminder has a positive attitude to working alongside other agencies and other providers who deliver the Early Years Foundation Stage when 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	EY344277
Local authority	Camden
Inspection number	815281
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	2
Number of children on roll	1
Name of provider	
Date of previous inspection	21/10/2008
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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