

Inspection date	10/12/2014
Previous inspection date	07/05/2009

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

- The childminder has developed positive and supportive partnerships with parents. As a result, they feel included in their child's care and learning.
- The childminder cares for children in a positive and encouraging environment. As a result, children are settled, secure and form close relationships with the childminder.
- The childminder demonstrates a good commitment to ongoing improvements. She reflects on her own practice effectively to identify areas for development. This benefits the children in her care.
- The childminder plans activities that are fun and challenging for the children. As a result, their progress is good.

It is not yet outstanding because

- The childminder does not fully promote the children's understanding of caring for living things, such as flowers and plants.

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 completed observations of the children, both in the home and the garden.
- The inspector sampled documentation which the childminder uses to support her work.
- The inspector discussed the systems the childminder uses to observe and record the children's progress.

Inspector

Julie Biddle

Full report

Information about the setting

The childminder registered in 2007. She lives with her school-aged children in the London Borough of Haringey. Children have use of the main living room and dedicated playroom in the garden; the bathroom is on the first floor. Children have access to a garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll in the early years age group.

What the setting needs to do to improve further

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

- develop children's understanding of caring for living things and the environment.

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 the Early Years Foundation Stage and how children learn. As a result, she provides the children with a range of challenging and exciting experiences that are tailored to their emerging skills and interests. For example, at the inspection children enjoyed dressing up and using their imagination as they pretended to iron clothes and then hung them back on the rack. The childminder makes detailed observations of the children, assessing their achievements and their progress. This means she is able to plan a range of activities that build on children's current abilities and knowledge. The activities planned and implemented are purposeful and a good mixture of adult- and child-led play takes place. As a result, children make good progress in all areas of their learning in relation to their starting points, age and ability.

The childminder has created a warm, welcoming and stimulating environment for the children in her care. As a result, children are secure, confident and able to make their own choices about play. For example, at the inspection they chose to play in the garden and they told the childminder they needed their coats and gloves as it was cold. The childminder uses constant commentary as the children play, which promotes their language abilities. She and the children watched a recording of them playing in her home. This prompted discussion about their friends and how old they are. The childminder helps children as they begin to understand mathematical concepts. For example, the children counted the number of plates needed for lunch time and talked about the colour of the cups. The children took great pleasure as they listened to a story. They sat closely to the childminder and listened intently as the childminder read. This fully promotes children's enjoyment of stories and interest in books.

The childminder plans activities in the community, for example attending drop-in groups. This means the children have good opportunities to socialise with children of their own age. This further supports children's understanding of sharing and showing kindness to each other. The childminder uses her garden to further promote children's learning. For example, children enjoy opportunities to play in the sand. They fill buckets and talk about the weight of the bucket when it is full. In addition, children have fun using the space to explore and run around. However the childminder does not fully promote the children's understanding of planting and caring for living things.

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

Children demonstrate they feel safe and secure with the childminder. For example, they confidently make their choices known to the childminder. She responds with enthusiasm and consideration, encouraging the children to explore and learn. These positive relationships also prepare children well for future changes in their lives, such as the eventual move to school. Her gentle support helps the children to develop their confidence and their self-esteem. Children are developing an awareness of their own safety and that of others as they play. For example, they understand about taking care as they move around the home and into the garden. In addition the childminder uses trips in the community to teach children about road safety. Children know to cross the road with the lollipop lady and to always listen to adults as they cross the road. Furthermore, this knowledge is enhanced by children attending a road safety session at a local drop-in group. The childminder provides a good range of toys and resources that children can choose from independently because they are stored in low-level drawers and boxes. The childminder's enthusiasm for her work is evident in her well-organised and welcoming home. She has created two dedicated rooms for the children, one of which is in the garden, and means that children can make informed choices about where they play. As a result, their personal, social and emotional needs are very well met.

The childminder successfully promotes children's health and well-being and has a good understanding of healthy eating. She provides freshly-cooked food for the children and offers snacks of fruit. This helps them to develop a positive awareness of healthy eating. Children have plenty of fresh air and exercise due to daily walks in the community and to the park. The childminder also successfully uses trips to the park to promote children's understanding of some aspects of nature and the changes in the seasons. For example, children talk about the changing colours of the leaves and how they fall from the trees.

The childminder ensures she has useful information from parents about children's care routines. This means she is able to settle the children well and involve parents fully in their learning and care. The childminder talks to the children about their next steps, for example moving to 'big school'. This supports children well and helps to prepare them to move on smoothly to other settings or school when the time comes.

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

The childminder has a solid commitment to the process of self-evaluation. As a result, she effectively and consistently monitors her practice. For example, she successfully identifies areas for future development and how she will achieve these goals, such as attending training organised by the local authority. This in turn fully benefits the children in her care. In addition, the childminder uses children's voices and comments from parents to reflect on, and make changes to, her care. For example, comments from children have encouraged her to make changes to her menus. She also monitors and evaluates children's progress which allows her to plan for their individual learning needs.

The childminder has established successful partnerships with parents. She keeps them informed of the children's daily activities and care routines. The childminder understands her role in sharing assessments with the parents. This enables parents to feel included in their child's learning and development and also ensures care is consistent. Furthermore, she encourages parents to keep her informed of changes at home which means she can offer appropriate support and meet the individual care needs of the children. The childminder is aware of how to contact other professionals who can offer guidance and support if she has concerns about children's development and progress in her care. This helps her to meet their specific care and learning needs appropriately. Parents speak highly of the childminder and the care she provides for their children.

The childminder fully understands her responsibilities concerning safeguarding and child protection. She is aware of the procedure to follow if she has any concerns about children in her care. She supervises children closely and has organised her home so children can move safely and with confidence.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY355686
Local authority	Haringey
Inspection number	844149
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	07/05/2009
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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