

Inspection date

Previous inspection date

11/02/2013

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	2
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 appropriately manages her practice and has suitable systems in place to help her in meeting children's care and learning needs.
- Observation and assessments are used appropriately to highlight children achievements and provide a clear indication of what stage children are at in their learning.
- The childminder demonstrates a sound understanding of babies needs and supports these well.
- She has established suitable partnerships with parents, gathering and sharing information with the on regularly basis and involving them in their child's learning.

It is not yet good because

- Children's next steps of learning are not consistently used to inform future planning.
- Young children's physical development needs are not always promoted effectively.
- As self-evaluation is not effectively used to monitor planning and assessment systems.
- The childminder has not established lines of communication with other early years settings in order to support children as they prepare for transition.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the childminder's interactions with children in the home.
- The inspector engaged in discussions with the childminder at appropriate times.
- The inspector spoke to a parent and took account of their views.
- The inspector looked at records and documentation.

Inspector

Samantha Smith

Full Report

Information about the setting

The childminder registered in 2009. She lives with her husband and eight children, including seven school age and one pre-school child. They live in a ground floor flat in Stamford Hill in the London Borough of Hackney. The whole of the ground floor is used for childminding and the garden is accessed through a bedroom in the basement. The childminder provides care from Monday to Friday all year round and occasional Sundays. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further**To meet the requirements of the Early Years Foundation Stage the provider must:**

- consistently use the identified next steps to plan and shape learning experiences that are tailored to children individual learning needs
- improve the provision of physical development for young children by providing low level equipment so that babies can pull up to standing position and engage in exploring activities

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

- improve monitoring and evaluation systems to identify priorities that will most improve the quality of the provision for children, paying particular attention to the planning and assessment arrangements
- develop effective partnerships with other early years settings and use such partnerships to benefit children's care and learning needs

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

The childminder has a sound knowledge of the seven areas of learning and of two-year progress check. She provides a suitable balance of experiences to promote learning in all areas. The childminder is currently caring for very young children and she demonstrates a sound understanding of the needs of this age range. She regularly observes children and documents their progress in colourful portfolios containing narratives and photographs to illustrate children's learning journey. She uses her observations to highlight children's achievements and plan for their future development, although this is not always done consistently. This means that sometimes the next steps identified for future development are not always followed through.

The childminder provides a suitable range of toys and resources that capture children's interest and the learning environment is generally conducive to their needs. Children enjoy the freedom to move around and explore at their leisure. However, resources are mainly set out on the floor, which limits opportunities for children to practice standing and balancing because they spend most of their time engaged in floor activities.

Children are beginning to develop active learning skills as they discover and explore

technology; they investigate the battery operated and programmable toys available, showing a keen interest as they sit anticipating the sounds they make as they press buttons and turn knobs on toys. Children's language development is suitably promoted. The childminder supports their vocabulary by talking to them during their play to which they respond through their actions and responses. The childminder has a range of books that are generally suited to age of the children. These include hardback books and books with flaps for younger children to lift up and open.

The childminder informs that parents are encouraged to contribute towards their children's early assessments through use of 'all about me booklets' which they are asked to complete by the childminder in order for her to gain an understanding of children's starting points. She continues to encourage their input by encouraging them to share and contribute information about their children at home. However, she does not always extend these into the planning.

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

Children are content and well settled in the childminder's home, where their needs are well known and suitably met. They demonstrate through their positive interactions with the childminder that they have developed secure attachments and trusting relationships. They seek reassurance from her when they need it and make their needs known through their sounds and gestures, to which she responds appropriately.

The childminder uses information gathered from parents to provide continuity of care and meet children's individual needs. For example, she follows their individual routines from home as they are encouraged to rest and sleep according to their needs. Parents currently provide snacks for their children, which the childminder ensures are stored appropriately.

Children are encouraged to develop good hygiene practices through the daily routines and these are generally consistently applied. They are encouraged to wash their hands at various times throughout the day. They play in a safe environment as the childminder takes suitable steps to minimise risks and promote their safety whilst in her care.

The childminder takes children on regular outings to the local children's centre, which helps develop their confidence, independence and social skills as they learn to mix and play with other children.

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

The childminder manages her setting relatively well. She has suitable policies and procedures in place that she uses to underpin her practice and promote the safety and well-being of children. She has a clear understanding of safeguarding issues and is aware of possible signs and symptoms that may cause concerns and she is aware of the relevant agencies to report to. The childminder is dutiful in her supervision of children and she

conducts suitable risk assessments to ensure her home is safe for children.

The childminder has a sound knowledge of the learning and development requirements and understands how to meet the individual needs of the children in her care. For example, she carries out regular observations on children, which she uses to highlight their achievements and plan for future learning. Partnerships with parents are sound and the childminder works well with parents to support their child's development. She exchanges information about children's learning needs and well-being regularly with parents, and she has some systems in place to involve them in their children's learning. However, she does not communicate as effectively with other early years settings, to support children as they prepare to move to another setting.

The childminder demonstrates a positive attitude towards her continuous improvement and she is beginning to identify some areas of strengths. However, systems are not yet rigorous enough to identify what future improvements will support the childminder best and have most impact on children's learning and development.

The Childcare Register

The requirements for the compulsory 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	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	EY392302
Local authority	Hackney
Inspection number	894630
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 1
Total number of places	1
Number of children on roll	1
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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