

Inspection date

Previous inspection date

03/12/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 uses the children's interests well to develop fun and exciting activities to effectively promote their learning and development.
- The childminder has a warm and caring approach with children. As a result, she builds good relationships and children feel safe and secure.
- The childminder communicates effectively with parents. Consequently, the childminder and parents work well together to meet the needs of the children.
- The childminder is committed to professional development to improve outcomes for all children.

It is not yet outstanding because

- At times, the childminder misses opportunities to promote children's early writing and mark-making skills.
- The childminder provides fewer opportunities for children to explore music and sing songs to extend their learning further.

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 children playing indoors and at mealtimes.
- The inspector spoke to the childminder and children throughout the day.
- The inspector sampled a range of policies and procedures, including safeguarding policies.
- The inspector looked at a sample of children's records.
- The inspector talked to the childminder about her professional development.

Inspector

Deborah Found-Bloodworth

Full report

Information about the setting

The childminder registered in 2009. She lives with her three children in a second floor flat in Camden. The living room, kitchen and hall are used for childminding. The childminder uses local parks and green spaces for supervised outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on the roll, two of whom are in the early years age range. The childminder cares for children who are learning to speak English as an additional language.

What the setting needs to do to improve further

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

- enhance opportunities for children to practise their early writing and mark-making skills during play
- strengthen opportunities for children to explore music and singing in daily routines.

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 how children learn. Children learn well through a variety of well-planned, adult-led and child-led activities. For example, the childminder takes children on visits, such as the local park and blackberry picking at the farm. Consequently, children have a good understanding of the natural world. The childminder takes children to playgroup so that they can meet other children and learn how to make friends. Children enjoy exploring materials and being creative. However, children have fewer opportunities at the childminder's home to explore music and singing. As a result, she occasionally misses opportunities to promote their creative development.

The childminder effectively shares books with children, showing excitement and enthusiasm. As a result, children are drawn into the books and are developing a love for reading. Children are able to take the lead when reading, by turning the pages and commenting on the pictures. When a child identifies that the dog in the picture is cold, the childminder effectively takes the child's lead, by discussing what types of clothing people need to keep warm. Because children are taking the lead in their learning, they remain engaged and concentrate for longer periods of time. When reading a familiar story, the childminder uses well-timed pauses to encourage children to finish the line in the story. As a result, they are beginning to become readers, which prepares them well for school. The childminder also introduces simple props into the story. Children use the props to develop

their own story. Consequently, children are becoming confident communicators. The childminder provides children with some opportunities to develop their early writing skills, for example, white board with pens. However, children have fewer writing materials available to encourage them to freely practise their emerging writing skills.

The childminder completes careful observations and links these to the areas of learning. She uses developmental guidance to monitor children's learning and to evaluate if they are developing within expected levels. The childminder identifies relevant next steps and introduces them within her day-to-day planning with children. Partnership working with parents is good. Parents share information with the childminder about their children's likes and dislikes. Consequently, the childminder knows the children well and plans interesting activities from the time they begin attending. The childminder works well with parents to promote children's development. For example, when potty training, the childminder and parents consistently work together to help children to be successful.

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

Children are relaxed and happy around the childminder. She is sensitive to the children's needs, and is very caring and gentle towards them. She gives children her full attention during conversations, allowing them time to respond. Children are comfortable with the childminder because she knows what they are interested in. She talks to them about what is familiar to them. Consequently, children have good self-esteem because the childminder makes them feel important.

Children's behaviour is good. The childminder keeps children informed about what is going to happen next, so they understand what is happening. The childminder is a good role model. She speaks calmly to the children and they respond well. As a result, children are happy and enjoying learning. The childminder helps children get ready for moving to school. She joins the children and their parents at their home to meet the nursery teacher and shares information with the teacher. Children benefit from seeing their important adults together, which demonstrates a shared approach towards promoting positive outcomes for children.

The childminder promotes children's good health effectively. Children always have access to water because the childminder ensures that their water bottle is nearby where children can access water independently. Children have healthy snacks, such as toast, oranges and sultanas. Children enjoy their meals using forks or chopsticks to feed themselves. Consequently, the childminder promotes children's health well. Furthermore, she promotes good hygiene routines and reminds the children to wash their hands before eating, and after using the toilet. Children point to the picture of hand washing on the toilet door, while the childminder reminds them why it is important to wash their hands. As a result, children are learning to manage their hygiene well.

The childminder takes effective steps to keep children safe. The childminder has a written evacuation plan, and practises this regularly with the children. The childminder has completed paediatric first-aid training. Consequently, the childminder and children are well

prepared in the event of an emergency or accident. The childminder checks the home every day for possible risks and does an overall risk assessment every year to reduce hazards in the setting. She ensures that the windows and doors remain secure so that children cannot leave the home unsupervised. The childminder supervises children well and can see or hear them at all times. Consequently, children's behaviour is managed well.

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

The childminder has a good understanding her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She ensures that her safeguarding training is up to date. She demonstrates that she knows what to do and who to contact if she has concerns about the safety or the well-being of children in her care. She has a mobile phone and camera policy, and she does not permit other adults to take photographs of the children in her care. The childminder has appropriate safety equipment in the house, such as a fire blanket and smoke alarms. She checks the batteries on the smoke alarms regularly. The childminder has a written procedure for dealing with complaints, which she shares with the parents. Consequently, the childminder takes effective steps in order to keep children safe.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation stage. The childminder identifies gaps in development because she refers appropriately to development guidelines. If she assesses that children are not developing in line with expectations, she seeks professional guidance, ensuring that parents are also involved. As a result of this timely intervention, the childminder quickly addresses children's needs and gaps in learning narrow.

The childminder keeps parents well informed. For example, she gives parents an introductory pack, which outlines the different activities that she does with the children. Parents also receive a guide on the Early Years Foundation Stage. When children first join, the childminder uses a comprehensive contract that explains the childminder's policies and procedures. The childminder shares a link book with the parents, which works very successfully as parents and the childminder complete evaluations of the child's learning. Consequently, the childminder incorporates home learning into the setting, and the parents also try ideas from the setting at home. This has a positive impact on children's learning.

The childminder is dedicated to improving her practice and reflects on her strengths and weaknesses. She displays information on effective learning and top tips to talking, so that she can refer to them while she is working. She listens to parents when developing her setting. She is currently working towards a qualification in childcare at level 3. Consequently, she is focused on further strengthening her skills to provide a professional service that continues to meet the needs of children well.

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	EY402102
Local authority	Camden
Inspection number	906586
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
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, 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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