

Inspection date

Previous inspection date

09/10/2012

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 interacts positively with children and is supportive of children's individual needs. She provides a stimulating and interesting range of play experiences that enhance children's developmental progress.
- Children's individual developmental progress is consistently monitored through the use of detailed systems, which enable the childminder to ensure children are challenged and spend time occupied in purposeful play.
- The childminder engages with parents from the onset, to ensure she has an insight to children's individual stage of development. Ongoing systems implement the exchange of information, allows for parental contribution to contribute to planning for the next stages of children's development.
- The childminder is committed to developing her knowledge and service to enable better outcomes for children. She attends a full range of training, implements this in practice and reflects on self-evaluation to identify areas for development.

It is not yet outstanding because

- Opportunities for children to develop a sense of self-awareness and self-identity through the use of photographs are limited.
- The storage of resources does not fully support children's independent choices or ensure space is kept clear for their activities

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 interaction between the childminder and the children.
- The inspector noted the views of parental feedback for inspection.
- The inspector observed all areas of the premises used for childminding and resources for children.
- The inspector observed children's learning profiles, which includes the full range of observational assessment the childminder undertakes.
- The inspector reviewed the childminder's systems for self-evaluation and how this is reflected in practice.

Inspector

Shaheen Belai

Full Report

Information about the setting

The childminder registered in 2010. She lives with her two young children. The premises are situated on the ground floor of a block of maisonettes in London Fields, within the London Borough of Hackney. Children have access to the whole of the ground floor, and one bedroom and bathroom on the first floor. There is a garden for outdoor play.

The childminder has one child in the early years age group attending part-time. The childminder also offers overnight care. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder is an approved member of the Children Come First Quality Assurance Scheme (National Childminding Association Approved), which is a part of local childminding network group. The childminder does not receive funding to provide free early education to children aged three and four years old.

What the setting needs to do to improve further

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

- display photographs of children's family, other special people and experiences that children engage in.
- use pictures or shapes of objects to indicate where things are kept and to encourage children to work out where things belong.

Inspection judgements

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

Children demonstrate a strong sense of belonging and have strong bonds with the childminder. The childminder supports the children as they participate in play experiences that support their individual progress. The childminder carefully and skilfully engages with children in activities, which she specifically selects to reflect their individual stages of development. Children learn from her as they mirror how she plays or allow her to support them when faced with challenges. The childminder demonstrates a thorough understanding of children's development. She gains this knowledge from ensuring she has sought relevant information from parents when they start, allowing her to build on children's initial experiences. Her systems for assessing children's ongoing progress are clear, concise and informative to allow her to identify the next stages in children's development. Her interaction with parents on a daily basis and with review meetings allow for both her and the parents to plan together. This allows parents to see what progress has been achieved and contribute to where they would like to see further progress.

Children enjoy the learning opportunities planned for them indoors, in the garden and within the community. The selection of activities adapted and extended to keep them interested enhances their learning. Children welcome the childminder as a play partner yet they also have opportunities to play and explore at their own level. This is because the

childminder skilfully identifies when children need her help or when it is good to step away and let children engage on their own. When the childminder presents children with the treasure basket and they remove the cover their faces show amazement. They explore the interesting range of resources the childminder has collected for them. They spend long periods exploring different textures, removing lids, replacing items into tins. The childminder uses household props to give a more holistic experience to children. For example, young children learn to practice their pincer grasp as they place and remove bangles and hair bands over a wooden rod. Young infants explore early maths as they learn to identify which sized ball will fit into the long cardboard cylinders. They also use the cylinders with the childminder to make noises through, showing lots of excitement as they hear different sounds they create with the different sized tubes. Young infants are learning to identify with counting, as the childminder counts out items as they play and sing counting rhymes. They make connections, as they point to the number poster when the childminder counts out play materials on the floor. Children enjoy looking at the wide and interesting range of books. These are reflective of the children's ages and organised to allow children to access these independently. They spend long periods looking at the pictures with the childminder or are confident in operating electronic books, which make different sounds. Children's faces light up and they are happy to see photographs of themselves and their family in their learning profiles. However, there are no other photographs displayed or accessible for children in the setting to enhance their self-awareness. Children like to play outdoors; they show interest in the passing traffic and people carrying out community work. For example, children watch carefully as the road is swept and buses pull up at the station. The childminder ensures children have opportunities to explore a range of different mediums at home and when attending community groups. Children squelch and dig in their hands into the wet sand in the garden. They explore early writing skills as they chalk on the paving slabs. Young infants learn to develop physical skills and use their bodies in different ways as they steer and ride large wheeled toys indoors. A wide range of interactive resources are used by children, as they learn to operate cause and effect controls and have access to a children's computer. A good range of resources support children understands of diversity, such as posters, books and dolls.

The childminder further enhances children's learning experiences as she plans daily outings to a range of community under-fives groups, the local park and the book and toy library.

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

Children are very happy, settled and thrive in the care of the childminder. The childminder knows children's individual needs through liaison with parents and observations she carries out on the children. Children benefit from the high levels of interaction, supervision and support they receive. The childminder is responsive to their needs, for example, they receive cuddles, hugs, comfort and praise. This builds on the relationship between the children and the childminder. The positive levels of attention they receive supports their concentration skills and the progress being made in their development. Children settle for sleep, as the childminder is aware of their body language and their individual patterns for

settling down, which she responds to positively. The childminder reflects on how she manages children's behaviour. She uses praise and recognition to promote their understanding as they learn right from wrong. She reflects on how she uses strategies for unacceptable behaviour as she recognises all children have a different level of understanding. For example, she has recently started to use positive words at the start of her explanations when addressing any negative behaviour. She has found this to have a positive impact on redirecting children's behaviour.

Children are developing an understanding of how to be healthy. For example, they take on roles to help the childminder clean their feeding tray and use tissues to clean their dirty noses. They have a clean environment and resources to play with. The childminder serves meals and snacks in consultation with parents. She advises parents to provide healthy contents for children if they provide food themselves. She sits with children at meals times, encouraging them to develop good eating habits and uses this as a learning activity. For example, she counts out fruit, talks about the colours and supports young infants as they learn to use cutlery. Children enjoy outdoor play in the garden; they also use the large equipment in the local park. This ensures the children have daily fresh air and exercise. Space is organised well indoors, allowing young infants to push large wheeled toys indoors, crawl through tunnels, and play with balls. The childminder uses low storage for play materials to allow children to be able to make choices in their play. However, there is no labelling to help children of all ages identify what is stored.

The childminder is aware of supporting children who move onto other settings or attend another service alongside hers. She recognises the need to share and gain relevant information to support children care and learning needs.

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

The childminder has a very good understanding of the safeguarding and welfare requirements, which contributes to children's well-being. The childminder has attended various safeguarding courses. She shows good understanding of the procedures to follow if she has concerns about children's well-being. She rigorously risk assesses the children's environment and reduces hazards effectively, such as, by using safety gates. This complements her thorough understanding of the learning and development requirements. She attends regular training offered by her local authority, explores information via the Ofsted website and refers to the requirements as set out in the Statutory Framework for the Early Years Foundation Stage. She welcomes the regular interaction she has with her network coordinator, which allows her to share practice issues and raises her awareness of changes within early years. The childminder's approach to self-evaluation is robust. It is ongoing and identifies areas for development, such as improving the outdoor play and working towards gaining a Level 3 qualification in childcare practice.

The childminder values the partnerships she has developed with parents. This is because she recognises the positive impact their engagement has in supporting continuity in care and learning for their child. She provides them with access to her detailed policies and

procedures, shares information daily about their child's day and includes them in periodic reviews to keep them informed and engaged. Parental feedback is full of praise about the childminder's service. For example, they speak of her as being fantastic, how they need not worry about their child when in the care of the childminder, how she provides an interesting environment and is supportive of children's next stage of learning. The childminder recognises the role she has to play in working with other professionals to support continuity of care. However, children do not currently receive support elsewhere, such as by attending other settings delivering the Early Years Foundation Stage.

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	EY413077
Local authority	Hackney
Inspection number	725253
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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