

Inspection date	30/01/2014
Previous inspection date	09/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 practice and build up skills, concepts and ideas. The childminder supports their learning, joining in, extending and making it fun, so that children's interest is stimulated through shared attention.
- The childminder builds secure attachments with the children and installs a sense of well-being as children are safe and feel secure with her.
- Children enjoy their time with the childminder as she supports them to make good progress through a range of activities and opportunities that are stimulating and meet individual children's interests and needs.
- The childminder safeguards children well in the setting because she has a thorough knowledge and understanding of her role and responsibilities to keep children safe from harm.

It is not yet outstanding because

- The process for self-evaluation does not consistently incorporate the views of children in order to ensure these are fully considered as part of ongoing improvements to the provision.

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

Inspection activities

- The inspector looked at children's learning journals, documentation, and a selection of policies and procedures, which included safeguarding.
- The inspector held discussions with the childminder throughout the inspection.
- The inspector took account of parents' views of the service from written testimonials they had provided.

Inspector

Sharon Henry

Full report

Information about the setting

The childminder registered in 2010. She lives with her husband and two young children in the London Fields area, within the London Borough of Hackney. The whole of the ground floor is used for childminding purposes. There is a garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for five children 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:

- build on self-evaluation by extending how the views of children are incorporated to further assist in identifying areas for future improvement.

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 learning and development requirements. The activities she provides are carefully tailored to children's individual interests and enhanced by seasonal activities and special events. For example, she enables them to learn about Chinese New Year through activities, such as making cards and talking about the year of the horse. This ensures their learning has breadth and depth. As a result, they make good progress that is well within the expected development bands for their age and are well-prepared for school. The childminder has a secure understanding of how children learn. She carefully observes children to find out about their immediate interests in order to plan and provide a very good range of activities and play experiences. These take account of all seven areas of learning, although a clear focus is given to the prime areas for young children. This means she has a very clear picture of children's abilities in the setting. The childminder gains valuable information from parents before children are left in her care, to enable her to plan for their ongoing development, given their starting points.

Children's communication and language is effectively promoted. The childminder speaks clearly to young children and repeats words to them as they look at picture books together. For example, children attempt make the 'mooo' sound of the cow. The childminder has identified the single words the children can say, which link to familiar objects, animals and family members. For example, she repeats 'daddy' when they say 'dada'. Children are also making sounds as they play, for example, they make 'roar' noises as they look at the tiger in the book. The childminder also provides a narrative of what she is doing to encourage children to make links between actions and words.

The childminder effectively supports children as she provides a range of opportunities for them to share and take turns. Consequently, they play cooperatively and learn how to share and compromise. For instance when both children want the same toy, they are encouraged to share. Younger children take pleasure in creating different sounds as they hold the homemade shakers to their ear. They enjoy exploring new sounds with the wrist bells and then respond with excitement. Children's understanding of the world is well supported by the childminder who provides opportunities for them to learn about their own community and culture and about those of others. For example, they have access to a selection of resources reflecting diversity and different lifestyles such as a good range of books.

Children thoroughly enjoy their time with the childminder. They are keen to involve her in their play as she sits close to them to support their learning. For example, children play with bricks and make towers with the childminder before showing delight as they knock them down. The childminder uses this play opportunity to discuss the shapes and colours of the bricks to promote children's mathematical skills. Children's creative development is well supported within the setting as they spend time playing with the doll's house, where they looked through windows, open and close doors and giggle with excitement.

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

Children form strong bonds with the childminder. She is warm, caring and affectionate with the children. This helps them to feel secure and develop good levels of self-confidence. Good communication with parents also enables the childminder to meet children's welfare needs well. She obtains all the necessary information from parents so that she can give children the care they need to flourish. The childminder encourages children to try to do things for themselves, therefore encouraging their independence. However, children are secure in the knowledge that the childminder is there to give support and comfort when they need it. The childminder works with parents to plan settling in arrangements for the children. For example; she is aware that children may find it hard to separate from parents and have therefore gathered photographs of the children's families to support them further. The childminder soothes, comforts and gives reassurance to children when they are new. This allows a close relationship to form between the childminder and the child as well as the childminder and parents.

The childminder ensures that all areas of her home are safe for children to access, as risk assessments are in place for the home, garden and outings to promote children's safety. There are good arrangements in place to help children learn to keep themselves safe through everyday routines. Fire drills are regularly practised and children are learning to tidy away some of the toys before getting more out to maintain a safe play area for them. Children form secure emotional attachments to the childminder; they readily approach her for cuddles and show how much they enjoy coming to her home through their confident approach. Children's behaviour is managed in a positive manner and constant praise and encouragement from the childminder develops children's self-esteem.

Children use a good range of quality toys and resources, which are well organised and

easily accessible for them to make choices. Children behave well and learn to share resources. Younger children develop respectful relationships as they play alongside each other under the gentle supervision of the very calm and supportive childminder. Children learn about looking after things and being tidy as the childminder actively encourages them to help her, and explains when they have tidied these up they will have space to get other toys out.

Children's health is well promoted as the childminder works successfully with parents to make sure the food they provide for their children is healthy and nutritious. Children can readily access drinks and healthy snacks, such as raisins and a selection fruit. All children are given daily opportunities to participate in physical play. They have a variety of resources to use in the garden, including sit and ride toys. These are complemented with visits to the park where children access large climbing equipment. Consequently, they explore, test and develop their physical skills. They enjoy trips to the toddler groups where they experience new activities and play alongside other children, preparing them well for starting nursery and school.

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

This inspection was brought forward as the result of the childminder failing to notify Ofsted, within the required timescale, of a significant event. Ofsted carried out an investigation and issued the childminder with an initial warning letter regarding this requirement of registration. The impact on children's welfare is low. The childminder now fully understands her responsibilities regarding notifying Ofsted of any significant event. The childminder was also issued with four notices to improve regarding her knowledge and understanding of safeguarding policies and procedures.

The childminder is now confident in her understanding of safeguarding issues and ensuring children are safe at all times. She is aware of the signs to alert her to any child protection concerns and to whom these should be reported and has recently attended safeguarding training to update her knowledge. Her policy is in line with current guidance and she is very aware of how to implement this if needed. The childminder carries out effective risk assessments and supervises children closely, which further promotes children's welfare. Consequently, children move around safely and independently. She has a comprehensive range of policies and procedures in place to ensure that children's well-being is promoted at all times. This includes a well-considered behaviour policy that focuses on helping children to understand behavioural expectations and promoting positive behaviour. The childminder does not currently employ any assistants but is clear of the checks that are needed to confirm their suitability and she makes sure that children are not left unsupervised with anyone who is not vetted. She is also clear about ratio requirements.

The childminder has a good relationship with all parents and provides them with detailed information about her service. For example, they receive copies of all her policies. Daily discussion and the soon to be introduced individual diaries help keep them well-informed

about how their children have spent their day and any forthcoming activities. Parents are encouraged to express their views about the service via questionnaires. Parents' comments about the service are very complimentary. For example, they praise the childminder's caring and nurturing personality and the very good level of care.

The childminder has completed a self-evaluation of her provision and is beginning to identify strengths and weaknesses. For example, she hopes to undertake to undertake a level 3 qualification in child care in the future. However, the views of children are inconsistently incorporated in order to further assist in identifying priorities and planned areas for further improvement.

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	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. It will be monitored and inspected within twelve months of the date of this 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		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	940378
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	09/10/2012
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.

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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