

Inspection date

Previous inspection date

26/11/2012

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 has a good knowledge and understanding of the Early Years Foundation Stage framework. She effectively plans a broad range of activities and experiences that help to promote all aspects of children's learning and development. She ensures that children have good quality opportunities to be active learners both indoors and outdoors.
- Children are content and secure within their environment. They have developed warm emotional attachments with the childminder, as they enjoy her attentive and enthusiastic interactions.
- Children are developing very good communication and language skills as due emphasis is given to supporting their speaking and listening skills. Children enjoy sharing a broad variety of books with the childminder and engage enthusiastically within singing sessions.
- Children are happy and eager to learn. They show high levels of curiosity, as they independently access their inviting and accessible environment. They confidently make choices about their play and enjoy the consistent praise and encouragement they receive from the childminder.

It is not yet outstanding because

- Although children enjoy some opportunities to use their home language in their play and learning there is little focus on developing opportunities to extend their understanding of numbers and counting both within their home and other languages.

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 activities in the childminder's home.
- The inspector talked with the childminder and the children present.
- The inspector looked at the children's assessment records, children's daily diaries, evidence of suitability of household members and a range of other documentation including the safeguarding procedures.
- The inspector reviewed recent parental questionnaires and took this evidence into consideration.

Inspector

Siobhan O'Callaghan

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and their school aged daughter. The family live in Wood Green, in the London Borough of Haringey. The home is close to local shops and schools. All areas of the home are used for childminding purposes. There is an enclosed communal garden available for outside play. The family has a small pet Chihuahua dog.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is currently caring for one child in the early years age group on a full-time basis. The childminder attends a local toddler group and childminding support group. The childminder currently supports children who speak English as an additional language. The childminder holds a formal childcare qualification.

What the setting needs to do to improve further

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

- develop the educational programme for mathematics by collecting number and counting rhymes from a range of cultures and in other languages.

Inspection judgements

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

The childminder provides a broad educational programme of activities to support children's progress across all seven areas of learning. She effectively uses guidance to support her in monitoring children's progress and planning appropriate challenges for their next stages in development. Children are making very good progress in all areas of learning. Children are motivated to learn as the childminder is fully aware of their individual interests. She encompasses these within her planning systems and ensures that favourite resources are easily accessible. For example, babies love to access a variety of familiar books. They confidently choose a book and bring this to the childminder who sits with them at their level. Babies are excited to look at animals and begin to mimic the sounds they make. They are delighted to choose the songs that they wish to sing. The childminder makes this possible as she has made a song book with Velcro labels which babies can point to and pull off to demonstrate that this is the song that they want. This resource is well used, as babies choose familiar action rhymes and move their bodies and clap their hands at appropriate times within the song. These fun opportunities fully contribute towards children's developing communication skills. The childminder skilfully uses repetition to support the development of their vocabulary. She ensures that children's home languages are valued in her setting. However, she is yet to extend this to develop children's opportunities to experience and understand numbers and counting within different languages. This will benefit all children in developing counting skills and will give additional support for children learning English as an additional language.

Children are developing many valuable skills as they are supported to become

independent and active learners. They benefit from an accessible and inviting environment, which enables them to make choices about their play. Babies are delighted to access musical activity centres and torches that teach them about cause and effect. They are developing many admirable physical skills as they confidently play a game of rolling the ball backwards and forwards with the childminder. Photographs demonstrate that children enjoy visiting the local park where they can run energetically and learn to climb and balance on a variety of equipment. Babies are delighted to show off their new skills as they confidently blow a whistle and excitedly clap their hands at their own achievements. The childminder is close at hand to offer praise and encouragement which further motivates children to learn. Children spend considerable amounts of time looking at books including lift-flap books and factual books on animals. The childminder is effectively engaged with the children at all times as she sensitively supports and extends their play by adding new vocabulary and ideas.

The childminder has established warm and secure attachments with the children in her care. This is demonstrated within the confidence of young babies who are happy, and content all of the time. The childminder values working in close partnership with parents. She ensures that home routines are given due consideration so that continuity of care can be promoted. The childminder gathers detailed information from parents to support the transition from home to her setting and to acknowledge the children's interests. Recent communications from parents demonstrate that they are very happy with the care their babies receive. Parent's comments include, 'I am very happy, the childminder is ideal for my child. She provides good communication and effectively follows my wishes.' It is evident that parents receive regular and thorough feedback via a daily diary, email updates and opportunities to meet and discuss their children's ongoing care and development. The childminder has also shared documents with parents to support them in recording observations at home that can also be used to inform planning in the childminding setting. Although babies have not yet reached the age to implement the progress check at age two, the childminder has essential documents in place to complete these in partnership with parents. These valuable practices help to involve parents in contributing towards their children's ongoing learning.

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

Children benefit from an inviting, accessible and safe home environment where they are supported to become independent learners. Children confidently help themselves to toys and books, attractively displayed at their level. For example, they are delighted to help themselves to homemade musical shakers which they use enthusiastically. Children receive positive praise as they learn new skills and help to tidy away resources. The childminder promotes positive role models to children as she gives them clear guidance regarding appropriate behaviour. She ensures that children's home languages and cultures are represented in the books and resources provided for them. The childminder is duly focused on promoting children's understanding of staying safe. For example, babies learn to be cautious of hot food and are taught how to handle pets safely. The childminder discusses with children the importance of road safety and stranger danger. She uses books to further support their developing understanding of risks in the environment.

Children enjoy the healthy snacks and meals provided by the childminder. Healthy eating posters displayed in the home further support children's understanding of the importance of eating well. Babies are delighted to feed themselves as the childminder uses this opportunity to develop their independence. Children remain hydrated as they always have access to drinking water and confidently help themselves to this throughout the day. The childminder promotes good personal hygiene role models. She discusses why it is important to wash your hands and the impact this has on their health and well-being. Children have successful opportunities to engage in physical exercise as the childminder plans regular outings to the local park and toddler groups where children enjoy energetic play. Equally they have good opportunities to rest during the day as the childminder follows home sleep routines.

Children enjoy many opportunities to participate in planned activities in the local community, including visiting the local library and toddler groups. These experiences not only extend children's learning but also support them to develop their confidence and independence in new situations. The childminder is not caring for any children at present who attend other settings. However, she has a very good knowledge and understanding of the importance of maintaining continuity of care for children. She has demonstrated this in her thorough settling-in procedures that she has followed with parents. This has ensured that children experience a smooth transition from home into her setting. The childminder has effective procedures in place when the need arises to support transitions for children moving onto nursery and school.

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

The childminder is an experienced and qualified early years practitioner. She has been working within childcare settings for many years. She demonstrates a strong commitment to promoting high quality care and learning experiences for children. She ensures that her professional training is prioritised which contributes to the good quality provision that she provides. The childminder provides children with an extensive range of learning opportunities to support them to make good progress in their learning. She has clear assessment systems in place to monitor their individual progress to ensure that they are reaching and exceeding their milestones. The childminder has developed helpful self-evaluation systems to support the continuous monitoring and reviewing of her practices. These help to focus on areas that she wishes to develop and improve.

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements. She has robust systems in place to keep children safe. This includes comprehensive risk assessments of her home and for all outings that she takes children on. She has secure systems in place to ensure that all adults living in the home undergo suitability checks. The childminder is vigilant in her supervision of children and is confident of procedures to follow should she need to report any concerns regarding children's welfare.

The childminder is committed to working in partnership with parents and other professionals to support the children in her care. She ensures that parents receive regular feedback regarding their children's care and learning. This is achieved through verbal discussions, daily diaries, emails and text messaging. Although there are no children currently attending with special educational needs and/or disabilities, the childminder is confident about the importance of working in partnership with parents and professionals to provide individual tailored support for children. The childminder values the close links she has developed with her early years support coordinators who also offer advice on developing quality practices within her provision. Overall, the childminder demonstrates that she is dedicated to developing her partnerships with all local provisions where children may one day attend.

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	EY446317
Local authority	Haringey
Inspection number	799107
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
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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