

Inspection date	22/08/2014
Previous inspection date	29/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 and her assistant provide and cook food that is fresh, organic and very healthy. As a result, the dietary needs of the children are very well met.
- The kind caring childminder cares for children in a positive and encouraging environment. As a result, children are settled, secure and form close and warm relationships with the childminder and her assistant.
- The childminder and her assistant demonstrate a good commitment to ongoing improvements. They reflect on their own practice very effectively. This benefits the children in her care.
- The childminder plans activities that are exciting, stimulating and challenging for the children. As a result, their progress is good.

It is not yet outstanding because

- The childminder has not used pictures or labels on toys boxes. This means children do not have the opportunity to make the links between words, pictures and objects to promote their early literacy skills.

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 completed observations of the childminder, her assistant and their interactions with the children both in the home and the garden.
- The inspector sampled documentation the childminder uses to support her work.
- The inspector discussed the systems the childminder uses to observe and record the children's progress.

Inspector

Julie Biddle

Full report

Information about the setting

The childminder registered in 2013. She lives with her childminding assistant and the assistant's child in the London Borough of Camden. The whole of the home is available for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children in the early years age range on roll. The childminder registered in 2013. She lives with her childminding assistant and the assistant's child in the London Borough of Camden. The whole of the home is available for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children in the early years age range on roll.

What the setting needs to do to improve further

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

- extend children's literacy development, for example, by providing written words and pictures as labels to describe objects in the play environment.

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 Early Years Foundation Stage. As a result, children benefit from their learning and play experiences. The childminder plans a range of challenging and exciting experiences for the children. For example, she planned a sorting activity with fluffy pom poms and egg boxes. As a result, children had fun while they were learning. Older children were using the same materials to develop an understanding of simple calculations. The childminder makes exact and detailed observations of the children, assessing their achievements and their progress. This system means she is able to plan a range of activities that build on the children's interests and abilities. The activities planned and implemented are focused and a good mixture of adult and child led. Along with the childminder's good quality teaching, these activities help children make good progress in their learning.

The childminder has created an environment that is calm, welcoming and stimulating for the children in her care. As a result, the children are secure, confident and able to make their own choices about play. Babies make their views known to the childminder by babbling and using emerging language. The childminder responds with enthusiasm. The children take great pleasure in story time. They sit closely to the childminder and listen intently as the childminder reads. The children are delighted to point out words they recognise, linking them to the pictures they can see. This very successfully promotes

children's enjoyment of stories and interest in books. The children are able to self-select toys from low level baskets which enhance their confidence and decision making. However, the childminder does not routinely promote children's understanding that print carries meaning. For example, she has not added labels or pictures to the storage boxes to help children know what is inside. This means children are not currently making the connection between the contents of the boxes and the names or pictures of the items to develop an understanding that words carry meaning.

The childminder supports the children's communication and language skills well. She talks to them all the time as they play. She gives the children time to think before they use their emerging language skills to answer. The children are beginning to use mathematical concepts well. For example, they count how long it takes them to use the bathroom. The childminder uses her garden to further promote children's learning. For example, children enjoy opportunities to play jumping from hoop to hoop working out the best route. This helps to further promote their physical development. The children are learning about caring for living things. They carefully take a spider into the garden so it does not get squashed. The childminder with the help of the children has grown herbs in the garden, which further helps to develop their understanding of caring for living things and the concept of time.

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

Children demonstrate they feel very safe and secure with the childminder and her assistant. These positive relationships also prepare children well for future changes in their lives, such as the eventual move to school. The childminder and the assistant are calm and reflective as they gently support the children. This further develops the children's confidence and their self-esteem. They offer cuddles and comfort to babies when they are sad. This further promotes their feelings of security. Children are developing an awareness of their own safety and that of others as they play. For example, they understand about taking care as they move around the home and into the garden. Furthermore, the childminder successfully supports children as they crawl into the garden. The childminder has linked learning about safety to colours, reminding them that green means go and red means stop. The home is safe and the childminder reviews her risk assessment regularly. She thoughtfully considers the varying ages of the children she cares for, ensuring that activities are safe and suitable for all ages. For example, in the garden younger children have rugs to sit on. This helps to maintain good standards of safety to keep children secure.

The childminder and her assistant very successfully promote the children's health and well-being. They have an excellent understanding of healthy eating and provide a varied menu for the children. All food is organic and, in the main, sourced at a farmers market. The food is freshly prepared each day and meets the dietary needs of each of the children. Children are encouraged to try new foods and to share in a meal time where both adults and children sit together to enjoy the food. This successfully helps the children to develop a positive awareness of healthy eating. Daily walks and trips to parks mean children have good levels of fresh air and exercise. The childminder ensures she has

pertinent information from parents about children's care, development and needs. This enables both her and the assistant to settle the children well and meets the needs of each of the children.

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

The childminder's enthusiasm for her work is reflected in the well-organised and welcoming home. She works closely with an assistant and together they are a strong team who are thoughtful in their role of caring for children. The childminder demonstrates a good understanding of the learning and development, and welfare requirements of the Early Years Foundation Stage. She is very assured and enthusiastic in her role. She and her assistant work together to meet the learning and care needs of the children. The childminder has developed a firm partnership with parents. She keeps them informed of the children's daily activities and care plans. This means the care of the children is consistent and parents feel included in their own child's learning and development. The childminder has developed a website that is secure but allows parents to see first hand what their children are doing when they are with the childminder. The childminder understands her role in sharing assessments with parents, and plans this into her feedback time with parents. This further supports the successful partnership with parents.

The childminder has a strong commitment to and has made effective and full use of self-evaluation. She has fully involved her assistant in the process. They have worked effectively together to look at all aspects of their work and have made significant improvements since the last inspection. This means they can effectively and consistently monitor and improve their practice. They have identified areas for future development and are working towards these progressive changes. For example, they have recently looked at all aspects of the food they provide and changed their menus. This in turn fully benefits the children in their care.

The childminder understands her responsibilities relating to safeguarding and child protection. She is aware of the procedure to follow if she has any concerns about children in her care. Since the last inspection she has worked closely with her assistant to ensure she is also clear in her role. She supervises children closely and has organised the home so children can move safely and with confidence. The childminder is aware of how to contact other professionals who can offer guidance and support if she has concerns about the welfare or development of children in her care.

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	EY465519
Local authority	Camden
Inspection number	965385
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	29/01/2014
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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