

Inspection report for early years provision

Unique reference number	146933
Inspection date	05/03/2009
Inspector	Pauline Nazarkardeh
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder has been registered since 1995. She lives with her husband and two children age 12 and 16 years in Cricklewood in the London Borough of Barnet. Childminding takes place in the open plan kitchen dining/family room area; there is also a downstairs toilet and a fully enclosed garden for outside play. The childminder uses two bedrooms for children to sleep.

The childminder is registered to care for six children under eight at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in the early years age group on a part time basis. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the local childminding network and she holds a NVQ level 3 in childminding practice.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children's learning and welfare are very well promoted as the childminder has effective systems in place to deliver the curriculum and protect the children. A wide variety of activities and resources are accessible and this enables children to have fun and to make excellent progress in all areas of their development. The children's individual needs are identified and very well provided for by the childminder. She shows the capacity to make continuous improvement to the already high quality service.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the systems for obtaining information on children's starting points in order to enhance their learning.

The leadership and management of the early years provision

The childminder's enthusiasm and commitment to childminding means that all children are exceptionally well cared for and are making excellent progress in all areas of their development. She has extensive knowledge of the Early Years Foundation Stage curriculum(EYFS) and she has the skills to help children progress and achieve. The effective planning and assessment systems used, identify the next steps in children's learning. The childminder is very focused on the children's individual interests and abilities and she uses this information to plan exciting activities for children. High quality toys and resources are within the children's reach and are well laid out with space for children to explore and investigate.

The childminder is successful in recognising her own strengths and areas for

development and she considers how she will continue to improve her practise. Since the last inspection she has extended her training and she now holds a NVQ level 3 certificate in childminding practice. The childminder recognises the need to fully develop her systems for obtaining information on children's starting points to further enhance their learning. She has very effective systems in place to promote partnership with parents and others. She works closely with parents, giving them information on the curriculum she offers and providing them with access to their children's developmental records. She makes links within her local community, which include attending a drop-in at the local school with the aim of helping the child to become familiar with the school environment. She has also supported children by building professional relations with the local authority inclusion team.

The quality and standards of the early years provision

Children benefit greatly from spending time in the exciting learning environment provided by the childminder. The play areas of her home and the garden are organised to promote children's learning. Children are respected as individuals; they see their photographs and art work displayed in the childminder's home. Older children are able to say how much they enjoy spending time with the childminder who they consider to be their 'best friend'. Each child has an individual folder containing samples of their work and photographs of them at play, which helps children feel valued, secure, and develops good self-esteem.

The childminder puts her knowledge of the EYFS to good use in order to plan for each child and to help her to think about the next steps in the children's development. She completes regular written observations and takes photographs to identify the children's progress and achievements. This information is effectively linked to individual planning for each child, to identify the learning journey of children in her care.

Children are provided with an excellent selection of resources that are fun and appropriate to their levels of development. They particularly enjoy tending to the plants in the garden, they care for their plants and monitor them to see which one has grown the most. Children's curiosity about technology is well supported, for example, they really enjoy creating their talking photo album and listen for their voices to describe what they were doing when the photograph was taken. They use their imagination when celebrating festivals and the wall map is well used by the children who show interest in different countries around the world.

Younger children in particular enjoy making jelly, they giggle as they talk about how the jelly feels, smells and tastes. They get excited about adding the water and watching the jelly melt before counting how many individual jelly moulds they will make for tea later on in the day. They calculate size and shape when cutting their sandwiches and have fun as they say the sound of the letters on their reading wall. All children become actively involved in creative activities as they make models using recycled materials. Younger children particularly enjoy creating butterfly pictures by pouring the paint then folding and pressing the paper together. They delight at the sight of their creations when the paper is unfolded.

The childminder shows exemplary practice in promoting children's welfare. Children are safe and secure as the childminder places a very strong emphasis on their safety and well-being. They practise fire drills regularly and know the sound made by the childminder's phone, which indicates an emergency, as well as what they need to do. Children are learning to keep themselves safe as the childminder talks about road safety. When on an outing there is a highly effective emergency system in place to ensure the children's individual needs are very well provided for. Clear information indicating the children's relationship with the childminder and who should be contacted is carried and is stored at both exits from the home. Children's welfare is further safeguarded; the childminder has an excellent understanding of the indicators of abuse and knows the procedure to follow for reporting concerns. She ensures that all adults in the home have been suitably vetted.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.