

Inspection report for early years provision

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Inspection date	17/03/2011
Inspector	Jill Nugent
Type of setting	Childminder

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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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1995. He lives and works with his wife who is also a registered childminder. They live with one of their adult children in a house in Barnet. Access to the house is at ground level directly from the driveway. The whole of the house is used for childminding, although children have use of a dedicated play space on the ground floor. There is a secure garden for outdoor play. The family has a pet dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He is registered to care for a maximum of six children under eight when working alone, and when working with his co-childminder, eleven children under eight, of whom six may be in the early years age group. Currently there are 20 children on roll, of whom 11 are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder works jointly with his co-childminder sharing responsibility for all aspects of the high quality childcare on offer. Children benefit from a caring and inclusive environment where they make significant progress towards the early learning goals. The childminder prioritises children's well-being and ensures that all individual needs are met effectively. There are excellent partnerships with parents and other professionals which contribute to children with special educational needs receiving exceptional support. The childminder continually looks for ways to further improve the outcomes for all children in his care.

What steps need to be taken to improve provision further?

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

- look at different ways of using the garden to offer learning experiences throughout the year.

The effectiveness of leadership and management of the early years provision

The childminder's documentation is readily available and includes an attractive brochure for parents explaining clearly how the childcare provision is organised. The childminder has effective procedures in place to ensure that children are safeguarded in the setting. He carries out regular risk assessments and safety checks so that children keep safe in his care. Children's medical records are well

maintained. The childminder has an excellent understanding of child protection issues and first-hand experience of dealing with safeguarding concerns.

The childminder and his co-childminder are extremely effective in the use of their home environment, designating the ground floor rooms to childcare so that children have a wide range of resources and activities from which to choose. Children benefit from the opportunity to interact with either childminder, as well as other children in the group. They feel valued as individuals because the childminder and his co-childminder are committed to ensuring that all children are happy and making progress. There have been recent innovations to the garden to extend the variety of play opportunities available to children. The childminder is keen to look at ways of offering a wider range of outdoor learning experiences in the garden throughout the year.

The childminder works alongside parents to ensure that all children receive appropriate care and education. He makes available detailed written policies relating to children's care, and education, and exchanges information on a daily basis so that parents can be involved in their children's learning. He takes into account parents' views and, in liaison with his co-childminder, responds positively to these so that all children can benefit from a continually developing provision. Both childminders are involved in partnership working with other providers and professionals. Their attention to detail, commitment to continuity of care and flexible arrangements contribute to ensuring that children with special educational needs receive exceptional support at all times.

The childminder liaises with his co-childminder in a process of effective self-evaluation. In this way he is able to recognise his strengths and consider which aspects of the provision might benefit from further improvement. The childminder develops his practice through accessing training events, for example, early literacy or special educational needs. Both childminders are very aware of children's differing developmental needs and are keen to maintain a high quality childcare practice. Since the previous inspection their planning has been reviewed and photographs are now in use to offer better feedback to parents. The childminder and his co-childminder have high expectations of themselves and set realistic targets for ongoing improvement, for example, the planned development of a new website.

The quality and standards of the early years provision and outcomes for children

Children's well-being is significantly enhanced through the jointly managed organisation of the provision and, as a result, children are very happy and extremely well looked after. They show much interest in the activities on offer and benefit from the childminder's interaction, for example, as he encourages them to count or find out how things work. Children really enjoy the choice of activities, moving confidently around the setting as they make their selections. They play harmoniously, for example, as they share a toy train set. They often have fun in spontaneous activities, for instance, exploring cardboard boxes or snow. Children's

self-esteem is boosted through much praise for their efforts and achievements. As a result they become active and creative learners, keen to participate in new learning experiences.

The childminder works closely with his co-childminder as they observe individual children's development and determine their next steps of learning so that these can be included in future plans. This system works particularly well in meeting children's needs as progress is meticulously recorded in each learning area, enabling the childminders to move each child on according to their individual needs. Consequently, children who require extra help receive relevant support and those already achieving highly are also extended in their learning. Adult-led activities are very well organised so that they are appropriate for children who are at different stages of development, for example, providing a selection of paper shapes to create pictures of Shamrocks. Children gain significant skills for the future as they are encouraged to develop their writing and problem solving skills or explore technological resources, such as magnets.

Children keep safe and healthy in the setting as the childminder and his co-childminder share supervision, ensuring that children feel secure in their care and that their needs are fully met. The childminder encourages a good awareness of personal safety, for example, explaining why children need to take care on steps and slide. He helps children to negotiate so that they learn to respect the needs of others. Children develop very close relationships with both childminders and show a caring attitude towards other children in the group, for example, helping each other out at mealtimes. The childminder promotes good hygiene practices and offers a healthy balanced diet, with children's individual dietary needs well catered for in the planning of the menu. Children are encouraged to talk about healthy eating. They benefit from opportunities for outdoor play in the garden, where they especially like the new climbing equipment, and also visits to local parks.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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