

Inspection report for early years provision

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Inspection date	21/03/2011
Inspector	Jennifer Devine
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 registered in 1983. She lives with her husband and two adult children in West Hendon in the London borough of Barnet. The whole of the ground floor is used for childminding and children have supervised access to a bathroom on the first floor. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children at any one time, of whom three may be in the early years age group. She is currently minding three children in the early years age range and one child in the later years age group. The childminder is registered on the Early Years register; and the compulsory and voluntary parts of the Childcare register..

The childminder is a member of the National Childminding Association and is an accredited member of the Barnet Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and happy within the childminders care. She shows warmth and kindness to each child and provides a secure, stimulating environment to help them grow and make good progress in their development. The childminder has a very good understanding of the Early Years Foundation Stage and plans an exciting range of activities and experiences which meet each child's individual needs and interests. She works closely with parents to ensure she meets the unique needs of each child. However, she has not as yet, involved parents by seeking their views on her service. The childminder is enthusiastic and committed to continually monitoring and evaluating the service she provides to ensure she maintains a quality service.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop ideas of working with parents to gain their views on the childminding service and to enable them to be fully involved in the self-evaluation process

The effectiveness of leadership and management of the early years provision

The childminder understands the importance of safeguarding the well-being of children in her care and is aware of the child protection procedures to follow if she was concerned about a child. The childminder places a strong emphasis on children's safety within the home and when outdoors. Risk assessments are

undertaken by the childminder which ensure hazards are identified and removed.

The childminder maintains all records, policies and procedures required for the safe and efficient management of her provision. The childminder is committed to her professional development and has developed the self-evaluation process to help her identify areas for continuous improvements. She attends further training courses on a regular basis which supports her to keep up-to date and continually develop her skills.

The childminder organises her environment and play resources very well, enabling young children to make choices freely and safely. She has use of a dedicated play room where children are able to choose from age appropriate toys stored at a low level to support their increasing independence.

The childminder provides an inclusive environment for children and families. They are well supported as the childminder is aware of individual children's needs. She ensures all relevant information is obtained at the start of a child's placement to enable her to have a good understanding of their routines and to ensure they receive a smooth settling-in time and feel emotionally secure in her care.

Parents are kept well informed about their child's day through the use of an informative daily diary and verbal communication. The childminder regularly meets with parents to discuss the children's progress in more depth and to share their developmental records. She has not as yet, included parents in the self-evaluation process to gain their views and enable them to make suggestions to the care she provides. The childminder is aware of developing partnerships with other agencies that children may attend and receives regular support from the childminding network coordinator. The childminder plans trips out to several community activities such as to toddler groups and this helps children socialize and develop an understanding of the world around them. The childminder has an awareness of the importance of embracing diversity and she has a range of multi-cultural toys to promote positive images for children.

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

Children are very happy and settled within the childminder's home and are making good progress in all areas of their learning. The childminder has developed good methods for observing and assessing children's development. She has made links in her observations to the six areas of learning and identifies each child's next steps for learning. The childminder plans her environment to enable children to initiate their own play and through careful observation she supports their play, bringing in challenges to extend their learning.

Young babies' needs are well met as the childminder provides a loving and caring environment and as a result they develop their confidence to explore their surroundings. Babies are provided with resources to encourage their inquisitive minds and desire to explore. They have great fun exploring the toys and squeal in

delight as the childminder finds their favourite musical and moving toys. The childminder provides exciting experiences to develop young children's early development. They thoroughly enjoy investigating and exploring the natural materials crunching the shiny paper and feeling the different textures of natural objects.

The childminder encourages children to join in with singing favourite songs using props and puppets to help them make choices and keep their attention. Children's problems solving skills are developing as they enjoy posting shapes.. Children have opportunities to investigate various resources, such as when exploring the properties of paint and shaving foam. The childminder has a good awareness of providing a stimulating environment to encourage toddler's early communication skills. She is aware of children's non-verbal communication, being aware of their likes or dislikes. She talks all the time with the children as they play, encouraging them to count and copy words all the time, supporting their problem solving skills as they play.

The childminder is knowledgeable about the importance of developing children's love of books and young babies show interest and skill in how to look at them. They thoroughly enjoy looking at baby picture books and babble away as they explore these.

Children have many opportunities for outdoor play and regularly visit the local park, spend time outdoors in the well-equipped garden or play on the equipment whilst at the children's centres. Children's behaviour is appropriate for their age and the childminder has effective strategies in place by offering lots of praise to them to promote their self-esteem.

The childminder takes reasonable steps to ensure children in her care remain healthy and free from cross infection. Children do not attend if they are unwell. The childminder holds a current first aid certificate and this enables her to deal with accidents appropriately.

The childminder promotes a healthy eating lifestyle. She provides home cooked foods which are nutritionally balanced and meet children individual dietary requirements. Parents provide food for any children under one year. Drinks and snacks are readily available, as required. The childminder promotes good hygiene by ensuring she talks with the children about the importance of washing their hands before and after eating their meals.

Children are developing their understanding of keeping safe within the home. She involves the children in regular fire practices so that they develop an understanding of evacuating the home safely. They learn about road safety when outdoors and the childminder takes every opportunity to talk to the children about crossing the roads safely. She is a member of the traffic club and plans further activities to extend their awareness as they grow older and develop. Young children are safely strapped into the pushchair when out walking and can run freely when they are in safe place.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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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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