

Inspection report for early years provision

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Inspection date	15/05/2012
Inspector	Cordalee harrison
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.

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Description of the childminding

The childminder was registered in 1999. She lives with her husband and their school age child in East Barnet, Hertfordshire. Childminding activities mainly take place on the ground floor of the home, where children have access to the living and dining room and the kitchen. Washing and toilet facilities are located on the first floor and young children sleep in a bedroom at this level. There is a fully enclosed garden at the rear of the premises for children's outside activities. The childminder's home is within walking distance of local amenities including parks, shops, schools and pre-schools. The childminder is a member of the National Childminding Association's Quality Assurance Scheme, which operates in Barnet.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight at any one time; of these no more than three may be in the early years age range. Currently, there are six children on roll, of these; five are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The high quality play and learning opportunities that the childminder provides enables children to excel in their learning and development. The childminder knows the children extremely well and makes inclusion and equality central to meeting children's needs. She engages parents fully and works very well overall with partners, for the benefit of children. The childminder organises her provision meticulously to safeguard children and to meet all aspects of their health and welfare needs. The childminder demonstrates a significant capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- strengthening the two-way flow of information with other early years providers to further enhance continuity for children's learning.

The effectiveness of leadership and management of the early years provision

The childminder makes excellent arrangements to safeguard children; she links safeguarding successfully to all aspects of her provision. Child protection, welfare,

health, safety, and safe environments are the childminder's utmost priority. The childminder is methodical in her management of documentation this ensures that all of the required information is up to date and readily available. Such records include children's record forms, risk assessments, accident and attendance records.

The childminder's risk assessments are extensive and cover all areas and activities. The childminder routinely identifies and addresses potential hazards to children; children are independent and confident under the childminder's supervision. The childminder is passionate about equality and inclusion; she focuses on children's individual needs. She knows children's starting points and their current developmental stage. With this knowledge, she meets their individual needs extremely well and achieves personalised learning for children. The childminder is proactive in tackling unfair discrimination and promoting equality. She helps children to understand that everyone is of value. She provides a wealth of resources to help children to realise that diversity is a core part of life. The childminder deploys her resources expertly and creates an enriching learning environment. The consistent use of a variety of high quality resources, including positive images of diversity, fuels children's appetite for learning.

The childminder drives improvement consistently to achieve and sustain the highest standards for children's welfare and development. She fully involves children and parents in the evaluation of her provision. This helps her to gain the views of all of the users. In addition to observing children's experiences, she gains their opinions and those of parents to inform her practice. She uses the information to reflect on her practice and to initiate ideas to improve on the high quality that is their expectation. The childminder keeps abreast of key training and sets clear priorities for ongoing improvements. The childminder's continuous high standards show a depth of knowledge of the Early Years Foundation Stage and guidance. She demonstrates a willingness to improve her knowledge and skills for the benefit of children.

The childminder is highly committed to working in partnership with others. Relationships with professionals such as the local quality scheme and other practitioners where children receive education and care are well established. She uses the information gained from key persons to effectively enhance children's learning at home. However, she lacks confidence to consistently share the information she has about the children in her care. Parents give glowing reports of the exciting and challenging activities that the childminder provides for children. They state that her care and education has a dynamic effect on children's confidence, intellect and social skills. They state that the children are well-stimulated, disciplined, well-rounded individuals.

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

Children are very confident and enthusiastic learners. They are highly motivated to learn because their learning experiences are exciting and varied. Furthermore, they have many opportunities to test their ideas and consolidate learning. For example,

they learn about the world as they visit places of interest, using various modes of transport. They develop their understanding of safety and boundaries for behaviour in practical and purposeful ways. They demonstrate that they understand about different aspects of safety and that they know some of the things to do to keep themselves and others safe. For example, they explain the reasons why they close gates when they are safely through; they would not like other children to run out and get hurt. The nurturing environment that the childminder provides helps children to feel emotionally and physically safe and secure. This in turn helps children to feel empathy for others. Children further develop these skills and feelings as they take care of the dolls and show that they understand why it is important to be kind to others. Children are learning to make positive contributions at a very early age.

Children are developing a secure knowledge of healthy lifestyles. Through regular routines, they learn about very good hygiene habits and they are learning to make healthy choices about what they eat. They grow a variety of vegetables and learn about food production and preparation. They are learning that all living things need care to grow. Children's knowledge of growing food inspires them to replicate some of the activities with their parents in their garden. Children are learning unlimited skills for the future, for example, they regularly visit the local market, because the childminder knows that they are particularly interested in the variety of fruits. They are learning that some of the fruits come from far away places. They compare this information with their travel by foot, bus, train and aeroplane. The children interact regularly with people in the community, this furthers their understanding of community, diversity and the different jobs that people do.

Children get fresh air and exercise whatever the weather. Children speak positively of wearing protective clothing and enjoying outdoor activities when it rains. Children are active learners; topics such as bugs are interesting and motivates them in exploring the garden, allotment, and books to increase their knowledge. The childminder tunes in extremely well to individual children's learning styles. This enables her to make the resources that are of interest to them readily accessible. She further develops individual children's interest to intrigue others to learn. Children are learning from each other and experiencing what others find interesting and challenging. For example, an interest about aircraft leads them to visit an aircraft museum. The childminder plans extremely well for children's learning and development and this enables them to experience the different areas of learning seamlessly. Children are sustaining their learning because they are building on what they know. This highly promotes their steps towards the early learning goals in ways that are challenging and specific.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
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	1
The extent to which children adopt healthy lifestyles	1
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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