

Inspection report for early years provision

Unique reference number	EY264916
Inspection date	14/03/2011
Inspector	Seema Parmar
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 2003. She lives with her two children aged 18 and 15 years, in Hendon, located within the London borough of Barnet. Mainly, the downstairs of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play. The family has a cat.

The childminder is registered to care for a maximum of six children under eight years, at any one time when working alone and up to 12 children when working with an assistant. She is currently minding three children on the early year's age range and 16 children after school aged six to 11 years old on the compulsory and voluntary parts of the Childcare register. She employs assistants. The childminder is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The childminder walks/drives to local schools to take and collect children. She attends the children's centre, library and local parks. The childminder is a member of the National Childminding Association.

The childminder is part of Barnet's childminding network and is accredited through the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are having a wonderful time as the childminder truly values and respects them as individuals. There is an excellent range of resources, which the childminder uses to plan a very rich learning environment that is welcoming, safe and exciting. As a result, children make excellent progress in their learning. The childminder is extremely keen and clearly able to identify areas for improvement. She constantly looks to develop her skills through attending training to provide exceptional outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop the planning and evaluation of activities to further enhance children's learning experiences towards the early learning goals.(LD3)

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, regularly reviewed and well managed. Effective procedures are in place for identifying any child at risk and the childminder is aware of the appropriate agencies to contact should any issues arise. All adults living on the premises, as well as assistants employed have been suitably checked to fully safeguard children. Children's safety is paramount as thorough risk assessments are in place. For example, potential hazards are identified and risks eliminated indoors, outdoors and for all outings.

The environment is very welcoming to the children, with their art work and photographs displayed. Thoughtful touches, such as cushions with materials draped over furniture creating cosy dens, child size furniture and photographs displayed of the children demonstrate how much the childminder values and respects the children as individuals. Children's care and learning is clearly attributed to the excellent use and organisation of the resources, furniture and equipment, to fully promote their independence and choice. The childminder is extremely well organised and she has developed an excellent range of good quality records, policies and procedures to fully support the safe and efficient management of the Early Years Foundation Stage.

The childminder has excellent systems in place, to monitor the effectiveness of her provision, through self-evaluation that involve parent questionnaires, working with the local early year's development workers and talking to the children. The childminder evaluates some of the activities that are carried out with the children. She positively acknowledges that this is an area she intends to continue to develop the planning and evaluation of activities to further enhance children's learning experiences towards the early learning goals. In addition, the childminder is pro-active in developing her knowledge and skills by attending many training courses, to enrich outcomes for children.

The provision for promoting inclusive practice is outstanding. All children are made to feel totally and equally welcome, as each child is highly valued, as an individual. Children learn about the diversity in Britain and the wider world, as they have excellent opportunities presented to them. This is achieved through the resources the childminder provides, activities carried out, preparing and eating foods from different cultures and regular outings to different places of interest. For example visiting the local church, the Bhaktivedanta Hare Krishna Temple and the Regents Park Mosque. As a result, children have fantastic opportunities to learn about similarities and differences in the world. The childminder has established solid links with others, as the children and their families all get involved in 'Red Nose Day' and 'Children in Need' events. In addition, the childminder sponsors a child in Africa, with which, all children get involved in writing letters and sending pictures to. This promotes children's understanding, appreciation and taking part to help others, in less fortunate circumstances than themselves.

Partnership with parents and carers is excellent. Children's emotional well-being is nurtured as the childminder gathers detailed information about their development when they first start, as well as any specific requirements to support their welfare

and routines. Children benefit from very close communication systems between parents, carers, school staff and the childminder. Parents are very happy with the information they receive about their child's developmental progress. This is supported by a wealth of photographic evidence and samples of their art work and early writing. Parental feedback shows that parents greatly value the care offered by the childminder. The childminder is keen to continue to develop parents' opportunities to be involved in their child's learning by introducing termly written feedback reports that will include parent's observations and comments on their child's learning.

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

Children thoroughly enjoy attending this fantastic childminder. They are supported by the childminder to be inquisitive and curious, to try new experiences and to explore their surroundings. The childminder regularly observes and monitors the children, to ensure that they are engaging in exciting, stimulating and challenging activities throughout the day. This ensures that every child receives tremendous support and individual time from the childminder to develop their confidence in communicating with adults and each other.

The childminder ensures that children participate in a wide range of exciting and challenging activities that engages all the senses, to help them make excellent progress, in all areas of their learning and development. For example, children are developing their communication, language and literacy skills, as the childminder extends children's interest in playing through constantly talking and questioning everything they do. This promotes their thinking, listening and language skills. Children have great fun playing and show delight, as they push various buttons, on a selection of programmable toys, which supports their learning as they find out why things happen and how things work. Children's personal, social and emotional development is exceptionally well promoted as they make their own choices of activities and have laminated photo cards of all the toys in the playroom to make choices easier. Children make games of pairs and snap using photos of themselves and again a calendar of self photos involved in various exciting activities. Many photos of the children are displayed in the home, giving them a strong sense of security and belonging. Children develop their large muscle skills as they play in a creatively designed garden where they climb, jump, slide on the apparatus. In addition, children explore and investigate the fabulous garden surroundings for lady bugs, insects and also feed the birds, learning about living things.

Children are pro-actively learning to keep themselves safe. For example, children participate in a fun risk assessment afternoon where they are looking for hazards in the house. Children participate in regular fire drills, teaching them how to keep safe in the event of a fire. The childminder arranges an annual visit to the Fire Station to discuss the work of the Fire Officers, further reinforcing children's understanding of the importance fire safety.

The childminder's personal hygiene practices regarding hand washing are of a high standard. Children are encouraged to actively learn about good hygiene practices through daily routines. They learn about the importance of hand washing after

using the toilet, playing outside or before eating. Children have innovative opportunities to engage in learning about health and nutrition. For example, children are highly involved with planning and cooking meals and have a recipe folder with photos they refer to. The childminder discusses new ideas for snacks and meals with the children, to promote their understanding of healthy eating. Children are actively involved in a food project and each child has a week in which to choose a snack, which they can cook or bring from home. In addition, children have visited a variety of different supermarkets, as part of the project and eaten at a Chinese restaurant. As a result, children have ownership of their health and well-being and demonstrate that they are well informed about healthy living.

The childminder has a loving and caring relationship with children, who in turn, form strong attachments to her and other children who attend the provision. She clearly applies consistent boundaries, so that children develop knowledge of what is expected and display positive behaviour. Children are very well behaved, as they take turns and contribute to the welfare of others as they help when it's time to tidy up. Experiences provided resources available and interaction from the childminder help to ensure children develop excellent skills for the future.

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	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	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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