

Inspection report for early years provision

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Inspection date	22/06/2012
Inspector	Yasmine Hurley
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 registered in 2003. She lives with her husband and four children ages two to 13 years in Cricklewood in the London Borough of Barnet. Children are mainly cared for on the ground floor of the home with a bathroom available on the first floor. There is an enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for three children under eight years at any one time; of these, two children may be in the early years age range. There are currently three children on roll, of which two are in the early years age range, attending on a part-time basis. The childminder also cares for older children after school. She works each weekday from 8am to 6.30pm, all year round.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and well cared for; they play in a warm and welcoming environment where they feel safe and secure. They are valued and respected as individuals and benefit from the warm and trusting relationships that they have developed with the childminder. Overall, effective procedures are in place to help keep children safe. The childminder establishes strong partnerships with parents and effective partnerships with other provisions to effectively meet children's needs. Her evaluation of practice is developing and she demonstrates good capacity and commitment to improve her service through attending relevant training.

What steps need to be taken to improve provision further?

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

- improve the system for recording fire drill practices and details of any problems encountered and how these were resolved, for example, by consistently including the length of the evacuation
- extend systems to monitor and evaluate the provision in order to identify what works well and things that can be improved.

The effectiveness of leadership and management of the early years provision

The childminder manages her setting effectively and required policies and most procedures are in place for safeguarding and the safe, efficient management of her setting. She has a secure understanding of child protection issues and what to do if she has a concern about a child. The childminder is vigilant in her supervision of

children. She conducts effective risk assessments to help her identify potential hazards and implement effective safety measures. She holds a current paediatric, first aid certificate, which means that children receive effective care if there is an accident. The childminder has a clear evacuation plan and fire safety equipment in place. However, fire records do not include any problems encountered and how these will be resolved, such as the length of the drill

The childminder organises the available play space well so that it is attractive for children and conducive to their learning. A good collection of resources is easily accessible and at low level. The childminder makes good use of her time in making sure that children are involved in interesting play activities. She interacts well with them to support their learning experiences. She has a good knowledge of each child's background and individual needs. The childminder has a positive approach to promoting equality and diversity. She provides a good range of resources that reflects diversity and various opportunities for children to learn about the wider world.

The childminder has a good working relationship with parents and she regularly exchanges information with them through daily communication and questionnaires. In addition, parents receive copies of the childminder's policies. This helps them to be aware of the care provided for their child. Partnerships with others are well established and make a strong contribution to children's achievement and well-being. The childminder has identified training courses that she wishes to undertake to improve her own skills, and this shows a positive approach to continual development. She is mindful of the importance of reflection through self-evaluation and promoting ongoing improvements. However, this aspect of her practice is not yet fully established.

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

Children are well settled; they thoroughly enjoy their time at this welcoming and inclusive childminding setting. Activities planned include a good mix of adult-led and free-choice play. Children show a good sense of security, which gives them the confidence to explore and investigate their play environment independently. Children develop confidence in early mathematical thinking and begin to solve simple practical problems through their play. For example, they use construction bricks to build towers by stacking and counting the pieces at the same time. Children develop their language skills through good quality interactions with the childminder. They enjoy listening to stories and develop their understanding of sounds and letters through play. Young children show delight in exploring simple equipment, requiring them to press and push buttons and turn equipment on and off. Overall, children are developing many valuable learning and development skills which help to set secure foundations for their future learning.

Children have great fun in their messy play games. They enjoy their painting activities and make colourful pictures and patterns. They are encouraged to play with sand, water and play dough. This encourages their creative skills and

exploration of colour and texture. They become absorbed using shaped cutters and rolling pins, making 'dinosaurs' and 'spaghetti' with the dough. Children regularly visit local children's centres where they meet with their friends and join in with their games. This actively supports their early friendships and social skills. The childminder recognises children's individual interests. This contributes to children being settled as they enjoy popular activities, such as peek-a-boo and sharing stories.

The childminder consults parents before children start at her setting to gain useful information about their abilities. She well supports written observations of children's achievements and interests with photographic evidence. These records enable parents and carers to enjoy clear, visual images of their children's experiences. Children are clearly making good progress from their starting points and childminder plans interesting activities to suit the individual needs of children.

Children learn from an early age about good hygiene practice, such as washing hands prior to eating. They enjoy their meals and healthy snacks. Children are relaxed and at ease in the setting, benefiting from active and quieter times of the day. A garden is available for outside play where children have access to a wide range of resources, including a trampoline. Children behave particularly well and are encouraged to use good manners. They understand the need to share their toys and receive lots of praise for helping and being kind to others. This consequently helps to boost their self-esteem and confidence in themselves.

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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