

Inspection date	04/12/2012
Previous inspection date	17/06/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children feel secure and safe with the childminder; she provides a warm, welcoming and inclusive atmosphere in which children play and learn
- The childminder has developed strong partnerships with parents and other providers which help to ensure she meets the children's care and learning needs.
- The childminder promotes children's behaviour consistently as she provides a sensitive approach appropriate to their age and stage of development.

It is not yet good because

- The childminder does not use observations effectively to assess children's progress and plan for their next steps of learning across all seven areas of learning. This means children's progress is not fully supported.
- The childminder does not maintain an accurate record of children's hours of arrival and departure which is a legal requirement. This does not fully promote children's safety.
- Children have limited opportunities to develop their thoughts and ideas during story times as the childminder is not consistent in asking them open-ended questions.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children in the main play area.
- The inspector held discussions with childminder.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector sampled some of children's records, policies and procedures.

Inspector

Yasmine Hurley

Full Report

Information about the setting

The childminder registered in 2006. She lives with her husband and two primary school age children. They live in a residential area in the London Borough of Barnet. Their first floor flat is within walking distance of local schools, shops, a main-line train station and underground station. The childminder uses the whole of the property for childminding. Children have access to a garden space. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are

currently six children on roll in the early years age range, some of whom attend on a part-time basis. The childminder takes and collects children from local schools and takes children to the local parks, playgrounds and toddler groups.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop use of assessments by observing what children can do to identify children's level of achievement, interests and learning styles and then plan learning experiences for each child reflecting those observations
- maintain a daily record of children's hours of attendance.

To further improve the quality of the early years provision the provider should:

- support children further by consistently asking them open-ended questions to enable them to think creatively and expand on their own ideas especially during story time.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children experience a suitable range of activities and resources to encourage their curiosity and exploration. The childminder has an adequate understanding of the Early Years Foundation Stage. She observes children's achievements and interests and uses photographic evidence to support her observations. These records enable parents and carers to enjoy very clear, visual images of their children's experiences. However, the childminder does not use these observations consistently to assess the stages in children's development or plan next steps for their progress. This means that children's development is not fully supported as the childminder does not closely match her planning to the individual learning needs of each child.

The childminder builds on children's experiences through actively being involved in their play and learning. For example, she sits on the floor and joins in with play by talking, praising and smiling with the children. Children enjoy listening to stories with the childminder. However, the childminder sometimes misses chances to ask open-ended questions and engage in purposeful conversation, to fully promote children's thinking skills

during story time. Children use a selection of programmable toys, which supports their learning as they explore with letters and sounds. Children know several letters of the alphabet and some children can confidently write and spell their names.

Children develop confidence in early mathematical thinking and begin to solve simple practical problems through their play. For example, they examine and count jigsaw pieces, identifying their position on the picture of the completed puzzle. This enables them to develop their skills in preparation for school or the next stage of their learning. Children have great fun in their messy play games. The childminder extends children's experiences of exploring colour, sound and texture by providing a range of materials, resources and sensory experiences to support this. For example, children become absorbed using scissors, glue, colourful paper and colouring pens making Christmas trees.

The contribution of the early years provision to the well-being of children

The childminder obtains information from parents about children's starting points, such as their routines and interests, which help children to form trusting relationships. Children are settled and demonstrate a feeling of security with the childminder, who interacts with them enthusiastically throughout their play. They learn about themselves and others through celebrating different cultural events and festivals. Children behave well and willingly take part in the activities presented to them. The childminder regularly praises children during activities. This helps them to feel valued and develops their self-confidence.

Children are relaxed as they play, which shows that they are happy and enjoy their time with the childminder. They enjoy using an appropriate range of resources and equipment. The childminder attends to children's personal needs and all children learn the importance of hygiene and healthy living because the childminder holds meaningful discussions with them about the importance of cleaning their teeth, washing their hands and eating healthy food. The childminder arranges for regular trips to the park and outdoor play in her garden to help children enjoy the fresh air and exercise as part of a healthy lifestyle. Children regularly visit a local toddler groups where they meet with their friends and join in with their games. This actively supports their development of relationships and social skills.

The childminder creates a safe environment. Children practise fire drills so that they know how to quickly and safely evacuate the childminder's home should the need arise. This helps them to develop an understanding of the importance of keeping themselves safe.

The effectiveness of the leadership and management of the early years provision

The childminder has a sufficient understanding of meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has most policies and procedures in place. However, she does not maintain a daily record of children's hours of attendance, which is a breach of a specific legal requirement and which does not fully promote children's safety. This is also a breach of the Childcare Register. The childminder has a secure understanding of safeguarding issues and what to do if she has a concern about a child. She is vigilant in her supervision of children. The childminder conducts risk assessments to help her identify potential hazards and implements adequate 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 clear evacuation plans and fire safety equipment in place.

The childminder has an appropriate understanding of the learning and development requirements. She makes observations of children's progress but does not use these effectively to plan for their individual learning needs. She reflects on her practice and identifies areas for improvement. However, she has not successfully implemented all recommendations from the previous inspection, such as accurately recording children's attendance times at her provision.

The childminder has good relationships with parents and carers and written feedback from parents state that they are happy with the care and activities offered to their children. The childminder works sufficiently with other agencies, such as schools and nurseries, to promote continuity in children's care and learning. She seeks training and support from her childminding development worker in the London Borough of Barnet.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of children's hours of attendance (both parts of the Childcare Register).
- keep a daily record of children's hours of attendance (both parts of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY337523
Local authority	Barnet
Inspection number	815195

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	17/06/2010
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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