

Inspection report for early years provision

Unique reference number	EY434895
Inspection date	19/06/2012
Inspector	Samantha Smith
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*.

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Description of the childminding

The childminder registered in 2012. She lives with her husband and three school age children in Hendon, in the London Borough of Barnet. Children are mainly cared for in a designated area on the ground floor and there is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register to care for no more than three children in the early years age group. There are currently three children on roll. She works from Monday to Friday from 9am to 1pm term time only. She holds a relevant childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a safe and welcoming environment where children are developing a sense of belonging. They are able to make some decisions regarding the resources and toys available. Her inclusive approach supports children's well-being so that they feel safe and secure in her care. She regularly observes children and she is beginning to highlight their achievements. However, she is not using these effectively to inform future planning. She has developed sound partnerships with parents and is aware of developing effective working relationships with other settings that children may attend. The childminder's capacity to improve is satisfactory. Although she has yet to develop systems of self-evaluation; she demonstrates her commitment to promoting positive outcomes for children.

What steps need to be taken to improve provision further?

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

- improve observation and assessment systems to show how the next steps in supporting children's individual learning are followed through to future planning of activities
- improve the availability of resources so that children can make some choices for themselves
- develop systems for monitoring and evaluating practice to identify strengths and priorities for future development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder organises herself appropriately and she provides a sound framework for her practice. She has sound procedures in place that promote the safeguarding of children in care. She demonstrates a suitable understanding of safeguarding issues and is aware of her role in the protection of children. She

takes appropriate steps to promote children's safety in her home and she is aware of her in keeping children safe on outings. The childminder maintains records relating to health and safety and implements these appropriately, promoting the health and well-being of children.

The childminder demonstrates a genuine passion and commitment to her role; she spends much of her time with the children, supporting them in their play. This enables them to feel included and valued in their environment. The childminder has a wide range of toys and resources that are suited to children's differing ages and stages of development. Although children know that they can choose toys they want to play with, the current storage systems impact on their ability to access resources themselves. Observation, assessment and planning systems are in the early stages. The childminder is beginning to record children achievements in different areas of learning. However, she is not identifying the next stages in their learning; therefore, she is unable to plan effectively for their future development. Children have good opportunities to learn about diversity because the childminder promotes this well. She provides children with a multi-lingual environment, where they are learning to speak two languages.

The sound partnerships that the childminder has established with parents positively contribute towards the continuity of care that children receive. Relevant contracts and written agreements are in place. Information is routinely shared between them, ensuring that both parties are fully updated. The childminder is aware of the benefits of developing effective partnerships with other professionals involved with children although, children currently on roll are not involved with any other settings.

The childminder's capacity to improve is satisfactory. Since registration, the childminder has worked hard to develop her practice. She has attended various training courses, including the training required for registration. The childminder has a sound knowledge and understanding of childcare and is using this to develop her practice. However, she has yet to develop systems of self-evaluation to support her in making improvements in her practice.

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

Children are happy and well settled in the childminder's care. They enjoy a spacious, suitably organised child friendly environment, where they are free to move around and explore the resourced and equipment available. They benefit from the close and trusting relationships that they have established with the childminder and enjoy the positive interactions that they share. They show that they feel and secure in her care as they confidently approach her to make their needs known and for cuddles of reassurance when needed. They are well behaved and they are beginning to develop their understanding of right and wrong as they become familiar with the boundaries in place. The childminder uses appropriate strategies to manage their behaviour and encourages them to play harmoniously alongside each other.

Children enjoy a range of experiences that support them in developing key skills for the future. Language development is encouraged through the positive interactions that they share with the childminder. She constantly talks to them about what she and they are doing and she provides opportunities for them to both listen and speak in English and Hebrew. Children also have access to a range of books that are freely available and they show their enjoyment as they listen to the animated stories read by the childminder. They are developing a strong sense of themselves and an awareness of others through activities and experiences provided. Visual displays and a selection of resources that depict positive images of people from different backgrounds contribute towards this.

Children also enjoy opportunities to explore living things and learning about their natural environment as they play in the garden. They show a real interest and enjoyment as they discover a snail stuck to a ball in the garden. The childminder provides healthy and nutritious meals and snacks so that children develop healthy eating habits. They have access to drinking water throughout the day and they enjoy a free flow of activities both inside and outdoors. The childminder meets the physical health needs of babies well.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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