

Inspection report for early years provision

Unique reference number	EY440270
Inspection date	12/06/2012
Inspector	Catherine Greene
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 was registered in 2011. She lives with her husband and two children aged three and five years in the London Borough of Barnet, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. The childminder is registered on the Early Years Register, voluntary and compulsory parts of the Childcare Register to care for four children under eight years at any one time, no more than two may be in the early years age range. There are currently three children on roll in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm, family environment for children's care and learning. She values all children as individuals and actively promotes inclusive practice. The childminder's good understanding of the learning and development requirements means that overall children make good progress. She is fully committed to the continuous development of her practice. As a result, she constantly promotes effective outcomes for the children.

What steps need to be taken to improve provision further?

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

- develop profiles that record areas of children's learning by including information available from parents and other providers whose settings children attend.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded by the childminder. She understands her responsibilities with regard to child protection and has recently completed an on-line course to update her safeguarding knowledge. Her safeguarding policies are made available to parents to help ensure they are aware of her duties and responsibilities in relation to reporting child protection concerns. She carries out regular safety checks in the house and garden. Risk assessment records contain good detail and are also completed for outings. The childminder is attentive to the children as they are closely supervised. Equipment is used to make children comfortable and safe such as a baby monitor, travel cot and they are securely seated in highchairs at the table for their snack and lunch.

The childminder has a pro-active attitude towards promoting equality and diversity.

Her plans for continual improvement include making her home more accessible for all children and their families. She has adapted her home to make it a safe space for children and has planned her storage space, so that children can choose resources and develop their independence. Future plans include adding pictures to cupboards and shelves to make them more visible for children. A map of the world greets children on display in the main play area along with eye-catching presentations of children's creative work demonstrating the topics that children have recently been celebrating. The childminder treats all children with respect and equal concern and ensures they all have the opportunity to experience a range of positive image toys and activities. She also talks to children about different countries and languages their families speak which reflect their own experiences and interests.

The childminder clearly recognises the value to the children of evaluating her practice. She has designed a development plan detailing the positive changes she has already made since her registration and those she is working on. She is working towards an early years qualification in childcare at level three and applies her new skills and knowledge to her work as this progresses. Her plans for the future include developing a creative and enclosed area in her garden to provide a richer learning experience for children.

Successful relationships are being formed with parents. Partnerships are being developed that mostly encourage agreements around children's care with a continual flow of information. Parents are extremely positive in their praise of the childminder. They declare that they are 'absolutely delighted with how the childminder is caring for their child'. They say she is 'relaxed and nurturing as well as highly professional and efficient'. Children who are attending other early years settings also benefit from the childminder's positive attitude towards liaising with their key person. This supports children's individual needs and enables them to progress. The childminder shares a lot of information with parents about her practice, including all her policies and procedures. All events of the day are noted and given to parents to read so that they can contribute any relevant information that needs to be shared. Contributions from other professionals and parents are less well developed within the learning records.

Children play in a clean and comfortable home. They have plenty of space to enjoy and explore the play and activities provided. The childminder regularly sets out resources that she knows the children are interested in and enjoy using. She sits with the children and uses the resources well to create fun and stimulating activities. This positive interaction helps babies feel secure and settled particularly as they get very tired just before lunch.

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

Children are happy and settled with the childminder. She organises an inviting and visually rich environment for children with a focus on promoting equal opportunities. Children are supported to develop very good attitudes towards

diversity and inclusion as they celebrate each other's home backgrounds, culture and language. Children are confident and independent developing their mobility skills very well. Toddlers show good physical coordination as they get their shoes and coat on before going to play in the garden and as they feed themselves at lunch. Older children are learning to consider the younger children developing friendships and being taught very well to take turns and be patient.

The childminder interacts with children's play to help reinforce and further develop their skills. Children are encouraged to use their senses as they play in the garden, the childminder encourages children to smell and feel the soft leaves of an interesting plant. Photos show children having fun as they sit together to make collage using interesting objects they collect. Babies and toddlers laugh and smile as they play happily together. They show an understanding of how things work as they press the buttons on the keyboard to make music and sing using the microphone. The childminder devotes her time to the children so that they are happy and have continuing opportunities to learn through fun play activities.

Children learn about safety including how to keep safe in the home as they take part in the childminder's fire drill. A recent visit from the local fire officers further reinforced the childminder's and children's awareness of safety. Children move safely around the environment and carefully and safely negotiate the garden steps under the supervision of the childminder.

The childminder acts as a good role model and children respond positively to her calm and sensitive approach. She provides them with healthy meals and snacks that children really enjoy. Children are developing a broad taste for good healthy foods under the childminder's intelligent approach. Children have every day opportunities for outdoor activity so they get lots of exercise. They have close and loving relationships with the childminder as they confidently look to her for support. This shows they feel secure in her care and encourages them to have the confidence to try new things and adventures.

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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