

Inspection report for early years provision

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Inspection date	06/08/2012
Inspector	Liz Corr
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 2012. She lives with her three school aged children in a three bedroom house in the NW9 area of the London Borough of Barnet. Children have access to the whole of the ground floor. A fully enclosed garden is also available.

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 a maximum of six children under eight years of age at any one time. Of these, three children may be in the early years group. There is currently one child in the early years age group on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the childminder's care. Their welfare, learning and development needs are well met and children are making progress towards the early learning goals. Most aspects of partnerships with parents are successful and provide consistency for each child. The childminder offers an inclusive service where children are valued and included well overall. The childminder has the ability to maintain continuous improvements. She reflects on her practice, undertakes regular training, and has secure support systems in place.

What steps need to be taken to improve provision further?

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

- develop further opportunities for parents to contribute to systems for assessing children's starting points and profiles to support their learning and development at home
- provide opportunities for children to develop and use their home languages in their play and learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding and her responsibility to promote children's welfare. She has clear procedures to follow in the event of a child protection concern. The childminder risk assesses her home and each type of outing effectively. Consequently, children can move around the home safely and independently. Furthermore, she supervises the children effectively to promote their safety in the home and outdoors. All required documentation is in place and well maintained to meet the needs of the children. The childminder has organised

her home well and provides the children with good space and resources. As a result, children can easily help themselves to the play equipment and make choices both inside and out.

The childminder is enthusiastic about developing her service and continuing to develop her childcare knowledge through further training. She has secure support systems in place and is realistic about areas she wishes to improve. This is her first inspection since registration and the childminder is developing her service well and making continuous improvements. Consequently, outcomes for children are good. The childminder promotes equality and diversity effectively and provides an inclusive service for children. She has good overall knowledge about their individual backgrounds and needs. Children have opportunities to appreciate stories in other languages. However, there are fewer opportunities for them to hear and use their home languages at the setting. Children learn about the wider world as they access a good range of play equipment that promotes positive images of the wider world.

The childminder has developed successful relationships with parents. She provides them with good information about her service at the beginning of their child's placement. Clear communication systems overall, help to ensure that both the childminder and parents are well informed about children's progress. However, the childminder does not provide opportunities for parents to contribute to her systems for assessing children's starting points and adding to their learning journals. The childminder is keen to work alongside other agencies as and when the need arises to support children's learning, development and welfare.

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

Children form good relationships with the childminder and her family. They receive positive interaction and support, which promotes their learning and development well. The childminder knows the children well and organises the routine around their individual needs. As a result, children sleep and eat when they need to. This helps them develop a sense of belonging.

Children arrive happily and even very young children become inquisitive and independent learners as they head straight for their favourite toys and activities. The childminder's effective knowledge of the Early Years Foundation Stage helps them to learn good skills for the future. For example, the childminder strongly supports their interest in books. Children thoroughly enjoy the cosy book area and help themselves to their favourite stories. Children enjoy books suitable for their age and stage of development. For instance, they enthusiastically engage with the childminder as they read a book about faces. They concentrate well as the childminder encourages them to point to and name their nose, eyes and mouth. The childminder supports their communication and early reading skills very well. She engages the children's interests using puppets during story sessions. Children make themselves very cosy as they sit closely with the childminder to share the stories with her. They are learning useful independence skills as they easily make choices from the good range of activities available.

Children are making progress towards the early learning goals. The childminder organises activities and experiences based around their individual interests.

Furthermore, she has developed profiles of their development using observations and assessments, which demonstrate how they are making progress in the six areas of learning. Photos and examples of their artwork and mark making help to illustrate their progress.

Children are developing healthy lifestyles as they benefit from a good balance of indoor and outdoor play. The childminder takes note of their interests at drop-in groups. For example, she has created a smaller version of the ball pool they enjoy at a local group in her garden. Consequently, children are engaged and interested in their play. They quickly settle down to sleep at rest time as they have had good opportunities to participate in a wide range of activities both inside and out.

Children behave well. The childminder creates a calm atmosphere, meeting their individual needs very well. Children receive regular praise and encouragement, which promotes their self-esteem. They learn how to keep safe in a variety of ways. The childminder uses stories to help them to understand how to keep safe on outings. Furthermore, the childminder ensures that even very young children understand the importance of how to behave safely in an emergency as they regularly practice the evacuation procedure.

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	3
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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