

Inspection date

Previous inspection date

18/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children make progress in their speech and language as the childminder supports them very well. The childminder engages them in conversations during everyday activities providing good opportunities for increasing their vocabulary.
- All children are welcomed and included. The childminder values children's home languages providing opportunities for them to use words from home during their activities.
- The childminder supports children's individual needs very well by working in partnership with parents finding out about their individual needs and requirements.
- Children are cared for in a well-maintained and welcoming environment. They are learning independence skills and confidence as they make choices from toys and equipment and have the flexibility of playing indoors and out when they want to.

It is not yet outstanding because

- Opportunities for working in partnership with other providers of the Early Years Foundation Stage are not fully developed to complement learning in the settings where children spend more time.
- Although children's individual backgrounds are known to the childminder, she has not invited parents to provide objects and photos from their home cultures.

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

- Throughout the inspection the inspector observed the two children in the living room, bathroom and garden.
- Children's individual records and profiles were viewed.
- A range of childminder's policies were viewed including child protection .
- Safeguarding and child protection were discussed with the childminder.
- Discussion took place with the childminder about children's individual development and partnerships with parents, other providers and professionals.

Inspector

Liz Corr

Full Report

Information about the setting

The childminder registered in 2012. She lives in a house in Friern Barnet in the London Borough of Barnet. She lives with her triplets aged 12 and older child aged 13 years. Children access all areas of the ground floor apart from the family room. The children also have access to a garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are

two children on roll in the early years range, who attend on a part-time basis. The childminder supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- improve children's appreciation of other communities by inviting their families, who have experiences of living in other countries, to bring in photographs and objects from their home cultures, including those from family members living in different areas of the UK and abroad
- strengthen partnerships with other providers of the Early Years Foundation Stage, when required, in order to truly determine the type of support that can be offered to complement children's learning.

Inspection judgements

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

The childminder promotes children's learning and development effectively. She provides a range of activities and experiences that help them make progress in the different areas of learning. She promotes their language skills well, through involvement in their play. She talks to them about what they are doing. The childminder shows children how to pronounce some words by responding and repeating what they say in the correct way, without undermining their confidence. The childminder builds on children's individual interests well during activities. For instance, when children talk about rainbows during the play dough activity she extends their interest providing creative materials for them to draw a rainbow. The childminder develops this into a discussion about the weather developing their understanding of the world. She shows interest in their pictures, asking about the colours they are using and if they are drawing a rainstorm. The children happily engage with her as she talks about how they would get very wet in a rainstorm. The children enjoy the childminder's interaction in their play and they concentrate well. They learn about maths during the play dough activity as the childminder asks them how many ears and eyes they will need for the faces they are making. She uses spontaneous opportunities for helping them to count while they are travelling as they count how many different types of vehicles they can see.

The childminder has systems in place to observe and assess children's development,

building on information shared with parents about their starting points. She provides parents with opportunities to discuss any concerns about their child's development. The childminder works effectively in partnership with parents to support children's individual needs. Furthermore, she provides regular feedback about their progress and development in her care. The childminder provides effective support so children whose starting points are below those of other children are making good progress.

The childminder has an effective knowledge of how to implement the progress check when children are two years old. She has a clear understanding of children's individual development. The childminder has a good awareness of her responsibility for working in partnership with other services and agencies to support children's development.

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

Children have settled well at the setting and have a secure relationship with the childminder. They demonstrate they are happy in her care as they easily approach her for support and enjoy her playful manner. The children are relaxed and happily engage with her the childminder's family. They behave well as they receive clear guidance about the boundaries at the setting. The childminder gives them good attention and is able to support children when they need guidance to learn to share the toys and equipment. This helps them to develop positive relationships with each other as she carefully challenges negative actions or comments. The childminder supports children during periods of transition. For example, children who attend other settings are given good support to learn independence skills, such as toilet training and washing their hands.

Children are happy and demonstrate their confidence and independence as they help themselves to the stimulating range of toys and equipment, which are easily accessible. Children thoroughly enjoy having open access to the garden, which means they can play outdoors when they want to. Children move freely in the garden running, jumping and developing useful physical skills as they peddle bikes. They negotiate the outdoor space very well as they play chasing games with other children.

The childminder has a good understanding of promoting children's safety and well-being. She completes regular risk assessments and minimises risks both in the home and on outings. She supports children's understanding of how to stay safe indoors when they ask why she has safety gates. She explains that they are there because she needs to see them at all times. The childminder provides reminders to the children about how they can keep safe at the setting. She explains the importance of tidying up their toys when they have finished so they have a clear space to play with their next choice. Children are learning how to keep safe in emergencies, as they have practised the evacuation procedure with the childminder at the setting. Children are encouraged to develop healthy lifestyles as they eat healthy snacks and cooked meals each day. They enjoy opportunities for being active and energetic as they easily access the outdoor space after sitting and playing indoors. Furthermore, the childminder explains the importance of hand washing before they eat.

The childminder has high expectations of the children in her care. She supports children's development well so they make progress. Children are developing positive impressions of people in the wider world as they access a good range of toys and equipment that reflect diversity. The childminder values children's home languages. She encourages parents to share key words so she can use these with the children at the setting. However, the childminder has not explored opportunities for parents with experience of living in other countries to share objects and photographs from their backgrounds.

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

The childminder demonstrates a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has developed policies and procedures to follow which underpin her service and help ensure the well-being of the children. The childminder shares these with parents so they understand her responsibilities. She has a clear understanding of child protection issues and aware of the possible indicators, which children may display. The childminder understands how to report any concerns about a child's welfare to the appropriate agencies.

The childminder is enthusiastic and motivated to improving her service. She regularly reflects on her practice and identifies areas for improvement. She has set realistic goals including, further resources for her outdoor area to increase opportunities for children to learn outdoors. She is keen to promote children's interest in their learning and uses ideas from other settings she visits. Consequently, she is able to provide new ideas to support children's development. For example, this includes developing their communication skills, their exploration and creativity as they use a range of materials and media. The childminder is keen to keep herself informed and up-to-date and identifies further areas for training through her local early years service.

The childminder provides effective support for children who attend other settings. She has a good awareness of any interventions carried out by other professionals to support children's learning. As a result, she adapts activities to promote children's individual needs. However, partnerships with other providers of the Early Years Foundation Stage where children spend most of their time are not as successful in fully complementing children's learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	EY444221
Local authority	Barnet

Inspection number	793743
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
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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