

Inspection date	26/03/2013
Previous inspection date	27/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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's healthy lifestyles in the setting are promoted through clear procedures and consistent daily routines.
- Children benefit from taking part in planned and purposeful activities that appeal to their interests and help them make good progress.
- The childminder works very well with parents to meet the children's individual needs and uses her knowledge of children's interests to extend their learning effectively.
- The childminder consistently attends training courses to update her knowledge of childcare. This has a good impact on the quality of care and learning children receive.

It is not yet outstanding because

- Children do not have many opportunities to explore, play and develop painting techniques to further develop their creative skills.
- The childminder has few resources that represent positive images of people with disabilities, which slightly reduces children's understanding of diversity.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 at play and the childminder's interaction with them.
- The inspector sampled a selection of documents including children's observation and assessments, activity plans, policies and children's information forms.
- The inspector read comments from parents who completed questionnaires.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

The childminder registered in 2008 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children age five and 11 years in the North Finchley area in the London borough of Barnet. The family lives close to public transport links, schools, parks and shops. The whole of the ground floor is available for childminding except the front room. A fully enclosed garden is available for outdoor play.

The childminder is currently caring for five children in the early years age range. She also provides care for children over the age of five years. The childminder takes and collects children from the local school. She attends toddler groups and visits the local parks. The childminder has a Social Sciences degree and level 3 Diploma in Childcare.

What the setting needs to do to improve further

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

- create opportunities for children to explore and play with paint to enhance their creative ideas and development

- provide positive images of all people including those with diverse physical characteristics and disabilities to strengthen children's awareness of diversity.

Inspection judgements

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

Children settle quickly and easily in the setting because the childminder works well with parents to meet the needs of the children from when they start. The childminder encourages parents to complete an initial assessment of their child. This helps her to effectively assess the children from their starting points and build on their development. The childminder conducts regular observations on the children during play and activities. She uses her notes to assess children's achievements and provide a varied range of activities to promote children's learning and development.

Children's communication and language skills are developing well because the childminder values and acts on the actions, words and sounds children make. She also repeats what children say correctly and introduces new words during play to build on children's

vocabulary. Consequently, young children are beginning to use two to three word sentences. The childminder makes good use of incidental opportunities to broaden children's learning. For example, she draws children's attention to squirrels and birds in the garden and helps them to put out seeds and nuts to feed the animals. The childminder values children's interests and their specific patterns of movements, which she takes into consideration when providing play opportunities for them. For example, the childminder provides children with a wide range of equipment, such as tricycles and sit-and-ride cars that they can push or pull around in circles. She also provides children with toys that contain knobs that children can rotate to discover how things work. These opportunities enable children to become engaged in the activities offered to them and enjoy their play.

Children learn to accept differences through simple discussions and a range of resources that represent positive images of race and culture. However, there are fewer resources that reflect positive images of disability. This slightly reduces children's awareness of diversity. Children have many opportunities to respond to their sensory experiences through handling natural objects from the treasure basket and through feeling the texture of icicles on the ground. Children's creative skills are appropriately supported through a range of activities, such as, handling and moulding salt dough and using materials to make collages though they have few opportunities to experiment with paint or develop painting techniques.

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

Children develop a warm and trusting relationship with the childminder because she is receptive to their individual needs. The childminder and parents arrange a flexible settling in process that is tailored to the needs of the children. The childminder carries out home visits to observe care routines that she can follow at the setting. She also arranges with parents for children to attend the setting for short periods at a time to help prepare them for new changes in their lives. Children are confident and secure because they receive encouragement and praise throughout the day. They are provided with individualised towels for hand drying and bowls and eating utensils at mealtimes. The childminder values children's contributions and demonstrates this through displaying children's drawings and other creations. This enables children to feel good about their achievements and develop a good sense of belonging. Children have regular opportunities to develop their social skills and enjoy playing with other children. This is evident through visits to toddler groups and when older children come into the setting after school hours. Children play in a well laid out child-friendly environment where they have easy and safe access to toys and equipment. Children are developing an understanding of responsible behaviour as they follow what the childminder does when setting the table for lunch and they help her to sweep up after breakfast. Children are beginning to learn how to keep themselves safe through gentle reminders and they are also learning to become familiar with the evacuation procedures through taking part in regular fire drill practises with the childminder.

The childminder gives high priority to promoting children's good health. Children's dietary needs are known and the childminder ensures that parents' wishes are carefully followed

so that children are provided with foods that cater to their diets and tastes. Children receive nutritious snacks and meals that enable them to develop healthy eating practices. For example, they are offered fresh fruits and vegetable sticks for snacks and chicken, rice and pasta dishes at meal times. Children can help themselves to fresh drinking water throughout the day as the childminder places their beakers where children can reach them. This encourages children to think about their personal needs. The childminder ensures that children wash their hands after every nappy change and before they eat meals. Children frequently enjoy a variety of activities that contribute to their good health and provide lots of opportunities to practise and develop their physical skills. For example, they walk with the childminder when she takes and collects older children to and from school on a daily basis. Children are making very good progress in their physical skills for their age, such as throwing balls, trying to catch balls and aiming to kick balls at a target. They also push mobile equipment, competently ride tricycles and are learning to extend their balance and coordination when using the swing.

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

The childminder is very clear about her role and responsibilities to safeguard children's welfare. This is because she has secure knowledge of child protection issues and the procedures to follow if she has any concerns about a child. The childminder regularly monitors and assesses all areas of the setting and the equipment used by the children to minimise the risks of hazards and accidents. She also monitors the security of the premises and carefully checks the identity of visitors. The childminder understands her responsibilities should she decide to work with an assistant in the future. She has clear procedures in place to ensure that any assistant is suitable to work with the children. Her written policies and procedures reflect her practice and all paperwork is well organised. This helps to effectively promote the safe and effective management of the provision for childcare.

Children benefit immensely from the childminder's effective organisation of the premises, which enables them to move freely, play safely and promote their independence. The childminder's day is well planned allowing children time for quiet and active play and rest when children need to. The childminder has a good understanding of the learning and development requirements, including implementing the statutory progress checks for children between two and three years of age. The childminder plans and provides purposeful learning opportunities that stem from children showing an interest in certain activities. Consequently children are making good progress in their learning and development. The childminder's effective monitoring of her practice and detailed self-evaluation process has made a good impact on the care and education that children receive. The childminder has addressed the actions and a recommendation from the last inspection to promote children's safety and ensures that relevant documentation is in place to further promote children's welfare. The childminder has attended a number of training courses, which has strengthened her practice. The childminder is enthusiastic about her work and is driven to continually improve the outcomes for children.

The childminder's partnerships with the parents are very good. She uses wide ranging strategies, such as text messages, emails and notice boards with a wealth of information to communicate with parents. The childminder also keeps parents well informed about their child's development and progress through the use of a daily diary and assessment records. The childminder meets with parents and holds a summary review meeting to discuss their children's progress. Parents are encouraged to add their comments about their child's progress from home and the childminder uses this information to add to future activity plans. Consequently parents are knowledgeable about the provision of care for their child and also well involved in their child's learning and development. The childminder encourages parents to share their views about the care she provides for their children and the service she offers to them. The parents' questionnaires indicate that parents praise and highly value all aspects of the childminder's provision for children's care and 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
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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 action. 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	EY381677
Local authority	Barnet
Inspection number	906535
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	27/07/2009
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, which are usually the childminder's 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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