

Inspection date	26/09/2013
Previous inspection date	26/03/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Overall, the childminder has a sound understanding of children's development and encourages them to form interests.
- The childminder helps children build independence skills through providing encouragement to children and sharing their emerging skills with parents to support learning at home.

It is not yet good because

- The childminder does not give children consistent messages about safety to help them understand their own and others' safety within the environment.
- The childminder has not sustained her previous good practice in maintaining observational assessments and planning. This has led to less precise and accurate monitoring systems and less effective planning of activities to build on what children already know and can do.

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 conducted an unannounced inspection.
- The inspector observed the childminder's teaching and children's learning.
- The inspector discussed practice with the childminder.
- The inspector sampled documents, including those for safeguarding and risk assessment.
- The inspector read the self-evaluation.

Inspector

Carolyn Hasler

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 school aged children 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. A fully enclosed garden is available for outdoor play. The childminder currently has seven children on roll, of whom three are in the early years age range. 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure risk assessments cover anything with which a child may come into contact, particularly so children understand risks such as throwing toys indoors or moving around while eating.

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

- develop further observational assessments and planning by focusing more closely on the next steps to improve children's outcomes.

Inspection judgements

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

Children enjoy their time at this setting, particularly the easy flow of activities and moving throughout the premises with confidence and self-assurance. The childminder is attentive and gives children lots of time. There are lots of conversations, with some children showing emerging speaking skills as they mix clear words with babbling. They have lots to say as they practise these skills. The childminder is particularly good at interpreting their communications and acknowledging their conversations. She repeats their sentences while clarifying pronunciation. She encourages them to look at books and practise the sounds of familiar animals, like ducks and chickens. Children make connections between the pictures and their own lives. The childminder helps them recall exciting events through photographs. Children particularly like this activity. The childminder picks up on the things children do for the first time and makes a note of these during the day to share with

parents. She offers lots of support to children who are becoming increasingly mobile. She is encouraging and praises when children try things for the first time. She shows warmth and is very caring towards the children as she helps them to develop an interest in learning. Children particularly enjoy playing with small world resources. They play with large tipper trucks and buses imitating real life action through their games, such as reversing and loading up heavy weights to carry around the room.

She makes some written observations and assessments of children's progress but these are less precise and detailed than previously, which means that she is not always clear in identifying children's next steps for learning. The childminder is able to talk quite confidently about the children, their abilities and development but does not use this knowledge effectively when planning. As a result the activities she plans are not always tailored to meet children's individual learning needs.

Partnerships with parents are strong. She values parents' contributions and this starts very early through home visits and sharing information to establish children's starting points. She engages parents daily in conversations about their children, the things they have enjoyed and their achievements. Parents are encouraged to develop these themes as a partnership to enable children's development. An example of this is recognising when children first develop an interest in toileting and sharing this with parents to carry on the encouragement at home.

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

The childminder works successfully with parents to help children settle and manage change. The time spent helping children adjust helps them feel comfortable and welcome within the childminder's home. Children build trusting relationships with those around them. They go to the childminder when they want reassurance and cuddles or to have playful interactions. These engagements with children help them as they take the first steps in building friendships with others. They are learning to share the resources and follow each other around as they play together. The childminder has a range of resources which help children learn about other people and their communities. These reflect positive images of ethnicity, disability, age and gender roles within the community.

The childminder helps children gain self-care skills through providing colour-coded objects that belong to children. For example, each child has a different colour and this is reflected in their drinking cup, plate, towel and changing mat cover. This helps children to feel they belong. It also helps them quickly identify their own things so that they can help themselves. The childminder patiently explains to children the mechanics of toileting and hand washing to encourage healthy routines. Children make simple choices about their snacks. However, they do not always sit together for meals and therefore miss out on social interactions. This also makes the activity difficult to supervise and results in babies crawling away with food still in their mouths. This compromises children's safety and wellbeing. The childminder's assessment of risk is inconsistent. On some occasions she reacts appropriately and children are reminded of how to stay safe and gently redirected. However on other occasions, such as when throwing bricks during an activity, she is

unable to see that this poses a risk to other children's safety. As a result children receive mixed messages about their own and others' safety.

Overall, the environment is well-resourced, if a little disorganised. Children have safe access to both inside and outside spaces. The childminder uses both of these spaces to engage children's interests and support their learning. The childminder helps children gain skills, such as independence to move forward to the next stage of their development. This helps them to be ready for pre-school or nursery.

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

The inspection took place following concerns raised about issues relating to safeguarding children, which included risk assessments of danger and the supervision of children. Evidence gathered at the inspection finds that the childminder has a sound knowledge of safeguarding procedures and how these need to be followed. However, there remain some concerns with regard to the accuracy of identifying risks associated with children's activities and acting upon these to consistently ensure children's safety. Consequently, children's safety is compromised on some occasions. The home and garden were seen to be safe for children's use and the childminder supervises children appropriately to further promote their safety.

Although the childminder has completed the required progress check for two-year-olds, observational assessments have not been consistently maintained since the last inspection. While teaching is generally sound and children make good progress in some aspects of their learning, not enough consideration is given to planning for children's all-round learning and development. As a result children are not always suitably challenged to make further progress towards the early learning goals.

The childminder's self-evaluation provides a positive reflection on the service she provides to children and their families. She has a website which provides additional information about her service. Parents' views are valued and encouraged. The childminder has maintained her development through local workshops and training opportunities and she tracks her training to ensure that she maintains her skills and abilities. She has plans to work with her local authority to quality assure her provision. Her partnerships with local schools are good. She has been proactive in engaging the schools in discussions and correspondence, sharing the curriculum and developing ideas to broaden older children's learning experiences.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

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 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	936876
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	26/03/2013
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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