

Inspection date	31/05/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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

- The childminder has a firm knowledge of the seven areas of learning and how children learn. She provides a wide range of interesting activities that capture children's interest.
- The childminder uses effective techniques for behaviour management to support children's understanding of appropriate ways to behave.
- The childminder is warm and friendly with the children, resulting in secure bonds with children who feel safe and secure in her care.
- Children are well prepared for the next stage of their learning through the opportunities they have to be independent and develop valuable self-help skills.

It is not yet outstanding because

- The childminder does not provide a wide range of activities to encourage children to experiment with writing in different ways to develop their early writing skills.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in the main play area and during outside play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's development files, planning and a selection of policies.
- The inspector spoke to and interacted with the children during play.

Inspector

Katie Dempster

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two children, one of whom is school age and one in the early years age group. The family live close to High Barnet, within the London Borough of Barnet. The whole of the ground floor is used for childminding purposes. There is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register. Her husband acts as her assistant. The childminder holds a Montessori qualification and an approved childminding qualification.

What the setting needs to do to improve further

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

- introduce additional activities to encourage children to experiment with writing.

Inspection judgements

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

The childminder has a firm knowledge of the seven areas of learning. She provides a wide range of interesting activities that capture children's interests. The childminder uses information she gains during settling in visits and early observations to help her establish children's starting points. From these she plans appropriate activities to ensure suitable support and challenge. On-going assessment includes regular observations that are used to inform next steps and activity planning. The childminder has the tools in place and supporting guidance for the progress check for two year old children.

The childminder shares children's progress information with parents both during daily discussions and at formal parents' meetings. This helps parents gain an understanding of how their children are developing as well as the childminder's plans for the children's next steps. Parents are invited to share information about the children's progress and changing care routines at home. This helps the childminder to maintain consistency for the children in both their care and learning.

The childminder plans a broad educational programme that covers the areas of learning well. Activities provide interesting and challenging experiences that meet the individual needs of the children. The childminder uses her good knowledge of the children to introduce relevant resources and activities. For example, following a child's interest in water play, the childminder installed a water butt in the garden and provided a range of containers, of different sizes, for children to fill and empty to develop their understanding

of size and volume.

Children develop good language skills as the childminder supports children's growing vocabulary. She encourages children to repeat new words and asks plenty of open questions. Activities, including sorting, pouring and using a range of tools, help develop children's physical development and small muscle movements. Children enjoy experimenting. They use long tubes to explore the effects of gravity as they roll balls and pour water downwards. Children play with items such as telephones, a keyboard and mini music players to support their awareness of technology and how things work. Children have access to a range of books and reading materials to support their literacy skills, however there are few opportunities for children to practise mark making and learn about writing for different reasons. Children have many opportunities to use their imagination. They play purposefully in the outdoor play house, which the childminder has resourced well with items such as an ironing board and a play kitchen.

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

Children show they are very relaxed and at ease in the childminder's home. They freely choose activities and confidently express their wants and needs. Children settle quickly owing to the childminder's warm and friendly nature. The childminder is calm, warm and friendly towards the children. She provides sufficient attention to ensure children feel secure but allows them the freedom to enjoy the accessible environment. Children listen to, and follow, instructions well. This is a result of the childminder encouraging children to think for themselves about why they do things. The childminder offers lots of specific praise, valuing children's achievements. For example, she says, 'You're listening so well'.

The childminder promotes the good health of the children and supports their awareness of healthy lifestyles through the daily routine, discussions and interesting activities. For example, children help prepare their snacks. They enjoy peeling eggs and using special slicing devices to cut their fruit and squeeze their own orange juice. The childminder provides many opportunities for children to use their physical skills. They enjoy the climbing equipment and wheeled toys in the garden and regularly visit the local park to play enlarger apparatus. Children demonstrate the ability to assess risks. For example, when the children cut an orange, with the childminder's help, they recognise the need to be careful as one says, 'This knife is dangerous'.

The childminder supports the children very well in preparation for the next stage in their learning. They have many opportunities to be independent as they help set up for activities and meal times. They take ownership of the environment as they help tidy away and learn valuable self-help skills such as hand washing and putting on shoes and aprons. Furthermore, the learning environment is fully inclusive and allows children to lead their own play. For example the childminder has used lots of low level storage and provides plenty of floor space for children to play freely.

The effectiveness of the leadership and management of the early years

provision

The childminder has a firm understanding of her role in promoting the safety and welfare of the children. She completes effective risk assessments in each area of her home, to identify and minimise potential hazards to children. The childminder has a clear understanding of the possible indicators of a safeguarding concern and the reporting procedures she must follow. The childminder has all of the legally required documents, policies and procedures in place. This helps to ensure the safety and welfare of all children.

The childminder is enthusiastic and committed to improving the service she offers to children and parents. She reflects upon her practice to identify priorities for improvements. For example, she plans to develop the reading corner in order to make the books more inviting and accessible. The childminder attends many training courses to develop her knowledge and skills. She effectively implements what she learns, for example, developing the use of natural resources available for children outdoors.

The childminder has positive relationships with parents. There is a good two-way flow of information established from when children first start. For example, parents share information about their child's likes, dislikes, routines at home and any issues. As a result, the childminders able to effectively meet the individual needs of children in her care. She regularly shares information with parents to keep them informed. For example, during daily discussions and through her informative website and parents meetings.

Partnerships with other settings children attend are equally well established. The childminder quickly identifies where partnerships will have a positive impact on the children in her care. For example, she requests information from previous settings about children's development and the activities they enjoyed. This commitment to partnership working means children benefit from consistent learning between different settings.

The Childcare Register

The requirements for the compulsory 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 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	EY455542
Local authority	Barnet
Inspection number	893323
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
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, 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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