

Inspection date	10/10/2013
Previous inspection date	02/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Met
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 promotes children's language very well. She is skilled at talking, listening and responding to the children's early attempts at communication.
- The childminder promotes children's behaviour consistently. She provides a sensitive approach appropriate to their age and stage of development.
- The childminder provides children with good levels of support, care and individual attention. As a result, children feel safe and secure.
- The childminder provides children with good opportunities to join in a variety of physical activities during indoor and outdoor play, which helps to support their healthy living well.

It is not yet outstanding because

- The childminder does not effectively use the outdoor learning environment so that resources and activities successfully promote all the areas of learning.

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's activities and the childminder's interaction with them.
- The inspector held discussions with the childminder about her practice.
- The inspector looked at a sample of relevant documentation, including children's records.

Inspector

Yasmine Hurley

Full Report

Information about the setting

The childminder registered in 2007. She lives with her husband in a ground floor flat, in Finchley, in the London Borough of Barnet. The childminder uses all areas of her home for childminding. There is a secure 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 currently three children on roll in the early years age range, who attend on a part-time basis. The childminder walks to the local schools to take and collect children. She takes children to the park and local playgroups. The childminder holds a Level 3 childcare qualification.

What the setting needs to do to improve further

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

- enhance children's learning further outside by providing a wider range of opportunities for children to make marks, be creative and explore outdoors

Inspection judgements

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

Children play and explore in a well-organised and child-friendly home. The childminder provides a good range of resources, and children select what they would like to play with. They choose toys from low-level shelving and the childminder arranges books and toys so that they are in children's easy reach. This helps children develop their independence. They become engaged in a range of stimulating activities and make good progress in their learning. The childminder uses good teaching techniques to support and challenge children's growing communication skills. For example, during story time she skilfully asks children questions to extend their ideas and imagination. Children's early language skills are fostered well when the childminder encourages them to say new words, repeating and reinforcing familiar phrases in their favourite books. For example, children are interested in books and enjoy story times by cuddling up to the childminder and actively listening to the story, whilst turning the pages and pointing to the pictures.

Children enjoy using new skills to solve problems and to count, which helps them make good progress and be ready for their future learning. For example, the childminder encourages children to count everyday objects, such as bricks, puzzles and experiment with quantities, shapes and sizes using dried pasta and play dough. In addition, children benefit from the use of musical programmable toys, enabling them to develop their awareness of technology.

Children enjoy physical activities both indoors and outdoors and in all weathers, benefiting from the fresh air and exercise. They use a variety of equipment such as wheeled cars and push along toys to practise and extend their physical skills. Although children enjoy playing in the garden, resources and activities covering all areas of learning are not in place to further extend children's development, for example, mark making, creative and exploration skills.

Children are excited as they take turns with the childminder to make sounds with musical instruments and sing songs and rhymes together. Children learn about the community in which they live as they walk with the childminder to local schools and parks on a regular basis. They interact with other adults and children, where they learn valuable social skills. They develop an awareness of others as they participate in a variety of cultural festivals and mix with the community when visiting children's centres, libraries and playgroups.

The childminder has a good understanding of the learning and development requirements. She completes regular observations and assessments of children. She complements these observations by adding photographs of their achievements. The childminder's planning ensures she covers all aspects of learning well, and uses information gathered from parents, along with initial observations, to identify children's starting points. She has an effective system in place to support the planning, observation and tracking of children's learning. Subsequently, the childminder is able to track their progress effectively and provide well-planned support for children's individual learning and development. The childminder supports children who have English as an additional language. She uses pictures, gestures and key words in children's home languages to support their communication. As a result, children flourish and make good progress from their starting points.

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

The childminder puts an effective settling-in procedure in place to make the move to the childminding provision as easy as possible for the children. Consequently, children arrive happily and settle quickly in the childminder's home. They show a sense of belonging as they move confidently around the childminder's clean and well-organised home. Children readily go to the childminder for a cuddle, for example, when they feel tired, or they wish to share a book together. The childminder is caring and attentive to their needs, which promotes children's emotional and physical well-being effectively.

The childminder uses clear and consistent methods to manage children's behaviour. She is a good role model and offers lots of positive praise to acknowledge children's efforts. This good practice helps children to have a sense of pride and achievement. Consequently, children are extremely well behaved and the provision has a calm atmosphere in which children learn to be caring towards one another. Children practise regular evacuation drills to help them to become familiar with the procedures, so that they learn to leave the premises quickly and in a safe manner.

The childminder helps children to learn the importance of good hygiene practices. She holds meaningful discussions with the children during their mealtimes and during hand washing. This helps children learn to wash their hands at appropriate times to promote their good health. The childminder provides children with a healthy, balanced diet. At lunchtime, they enjoy cooked meals, such as sausages, mash potato and vegetables with melon and rice cakes for snacks. By providing children with a wide variety of healthy food, the childminder helps them learn to make healthy choices from an early age. Children play outside every day. They benefit from trips to the park, playgroup and children's centres, where they can use different equipment to develop their physical skills. This encouragement enables children to enjoy the fresh air and exercise as part of a healthy lifestyle.

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

The childminder has robust safeguarding procedures to ensure that she can effectively protect children. She knows how to make referrals to outside professionals if she has any concerns about a child's welfare. The childminder implements comprehensive policies and procedures to ensure the smooth day-to-day running of her childminding setting, and shares all policies with parents. She is vigilant in her supervision of children and she conducts effective risk assessments to help her identify and minimise any hazards.

The childminder understands the learning and development requirements securely, for example, to undertake required progress checks for children aged two. She is clear on her role and responsibilities as a childminder, which helps her when she regularly monitors and reflects on her practice to make improvements. The childminder is keen to improve her professional knowledge and regularly seeks training and support from her local borough.

The childminder has good relationships with parents resulting in effective communication and information sharing. For example, she shares information verbally to inform parents of their children's daily care and routines. Parents are very complimentary about her caring approach, and say their children are very happy in her care and enjoy their days with her. The childminder works effectively with other settings children attend providing continuity in children's learning and development.

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 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	EY359482
Local authority	Barnet
Inspection number	813046
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	02/06/2009
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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