

Inspection date

Previous inspection date

27/02/2014

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

- The childminder's knowledge of safeguarding practices promotes children's safety and security.
- Children are happy and settled and enjoy a wide range of toys and challenging and stimulating play opportunities to support their learning.
- The childminder works flexibly with parents to ensure children settle and have their care needs met.
- Children enjoy trips out of the home to help raise their awareness of the community.

It is not yet outstanding because

- There are fewer opportunities for children to access a broad range of learning experiences in the garden all year round.
- Insert Strengths text here

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 viewed the areas of the home used for childminding.
- The inspector observed the childminder's interaction and children's play activities.
- The inspector asked the childminder questions about her practice.
- The inspector viewed a sample of the childminder's paperwork, including policies and children's records of progress.
- The inspector met with and spoke to a parent dropping off their child.

Inspector

Helen Parker

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and four children, three of who are over eight and one is in the early years age group, in Finchley, in the London Borough of Barnet. The childminder regularly works with an assistant and provides an overnight care service. The ground floor of the house and one bedroom upstairs are used for childminding. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- review the learning potential of the garden all year round, particularly for those children who learn better outdoors.

Inspection judgements

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

The childminder has a very good understanding of child development. She supports children to engage in spontaneous play, following their own ideas, for example pretending to share a play picnic. She also uses observations to inform her planning and as a result she is helping children to build on what they can do. This provides opportunities for them to consolidate their learning.

The childminder supports children's literacy skills by reading to them and commenting on their play. She introduces new words and vocabulary, paying particular attention to children who are learning English as an additional language. This helps children to enjoy books and improve their language skills. The childminder is fluent in several languages so is able to help children communicate in their home language as well as in English.

Children have opportunities to develop across all areas of learning with many resources available such as books, paints, dolls and indoor equipment such as a see-saw and buggies. It is clear the childminder has high expectations for children's learning and provides a stimulating environment. She encourages children to name coloured balls as they post them into a toy and helps young babies to count how many there are. This encourages children's early counting skills.

Children have regular walks in the local community and this helps them become aware of their natural environment. However, the childminder does not fully consider the learning potential of the garden, so as to promote all areas of children's learning, all year round.

This slightly limits experiences for children, particularly those who learn better outside.

Children are making good progress and record keeping is good. The childminder keeps photographs of children's learning in a journal and accurately assesses children's development. Parents share these documents every three months and contribute their comments on their children's learning at home. The childminder identifies the next steps for children's development and plans activities which offer meaningful challenges to children in her care.

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

Children are very happy to arrive and be left with the childminder and parents report that their children are very settled and secure. The childminder has good settling in procedures and offers flexibility to parents to settle children over a period of time. This helps children develop confidence and self-esteem.

The childminder prepares fresh, home cooked food following each child's individual requirements, taking into account dietary needs and allergies. She serves healthy food and drinks, and ensures that children brush their teeth after meals. In this way children are helped to adopt healthy lifestyles and learn good hygiene practice. Children sleep at the childminder's house with their own cot and bedding provided. The childminder's house is safe, secure and welcoming. For example, she keeps the front door locked to ensure that children cannot let themselves out and uses safety gates to prevent children from entering the kitchen. The kitchen door to the garden is clearly marked as the fire exit and children regularly practise the fire drill. This helps children learn how to manage their own safety.

The childminder appropriately supports children's safety. She has devised some simple house rules, such as we do not run indoors, and gently reminds children how to behave, praising good behaviour. This helps children learn about rules and expectations and shows the childminder appropriately prepares children for the next steps in their learning, for example, going to school.

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

The childminder has a very good knowledge of the learning and development requirements and ensures that children have access to a broad range of learning experiences. These experiences include attending playgroups, music classes and going for walks to help them become familiar with their locality and natural environment. The childminder monitors children's progress and plans for their future learning needs. Consequently children make good progress in their learning and development.

The childminder works with an assistant and directs the assistant to help her during the course of the day. This ensures that all children receive plenty of support and attention from an adult and the childminder monitors her assistant's practice. The childminder

attends many training courses and is constantly updating her knowledge. She demonstrates a high level of awareness of safeguarding children issues and ensures that children are kept safe at all times. She can explain the local safeguarding procedures and is secure in her knowledge of how to report concerns about a child.

The childminder seeks advice from the local authority when needed and demonstrates good reflective practice. She is keen to develop her skills and practice and strives to improve where possible. The childminder regularly meets up with other registered childminders to share childcare information and knowledge. This helps her keep up to date with changes and gain new ideas to implement in her practice.

The childminder has good partnerships with parents and follows their wishes regarding care routines, in particular for babies. Special moments, such as first words and steps are videoed and photographed to ensure parents can share these milestones. This means parents are involved in their children's learning and offers continuity between the setting and home.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY463777
Local authority	Barnet
Inspection number	924930
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
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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