

<b>Inspection date</b>	07/01/2014
Previous inspection date	22/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

### **The quality and standards of the early years provision**

#### **This provision is outstanding**

- Staff ensure that children are fully welcomed and children are completely secure and confident in this setting.
- The staff have created a stimulating and inspirational environment where all children are thoroughly excited and eager to learn.
- The manager/provider is an inspirational leader. She is an excellent example to other staff and monitors their practice so that they constantly improve their already exemplary practice.
- Partnerships with parents are exceptional, which means all parents are fully included in all areas of their child's care.

## 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 completed observations of the children during the inspection.
- The inspector sampled documentation the staff use to support their work with children.
- The inspector discussed with the manager/provider how she evaluates and supports the work of her staff.
- The inspector discussed at appropriate times the systems the staff use to observe and record the children's progress.

## Inspector

Julie Biddle

## Full report

### Information about the setting

This provider registered in 2009 as childcare on domestic premises. She lives with her family in the London Borough of Barnet. The whole of the ground floor of the home is used for children, and sleeping children use two of the upstairs bedrooms. There is an enclosed garden for outdoor play. The setting supports children who learn English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 20 children in the early years on roll. Children attend on a full time or part time basis. There is a small step to the front of the premises. The provision operates Monday to Thursday from 8am to 6pm throughout the year. The provider/manager has Early Year professional status. She employs 11 staff. Currently there are 12 children on roll in the early years age range and children attend on a part or full time basis.

### What the setting needs to do to improve further

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

- extend children's understanding of the written word, for example, by using labelling around the setting to enable children to learn that print carries meaning.

### Inspection judgements

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

This provider works with a team of childcare staff. Both she and the staff have an exceptional knowledge of the requirements of the Early Years Foundation Stage. They use this knowledge to plan a range of exciting and stimulating activities which promote children's learning effectively. The quality of teaching and learning is of a high standard and enables children to remain motivated and ready to learn as they play. Children show that they are completely safe and secure in the setting. They move around with high levels of confidence. Staff fully support all children, including toddlers to make choices about resources and activities. The staff arrange the high quality toys on low level tables or on soft mats meaning all children can access the resource of their choice. However, although there are some written labels around the learning environment these are not fully effective at supporting children to see how words are used to describe items.

Children are fully supported by an effective key person system, which further contributes to their feelings of security. Staff are very clear in their roles and are very successfully deployed in the setting. For example, when children decide they want to play in the garden, rather than baking, the staff effectively support this and move outside with them to support their choice. Children who decide to bake are encouraged to use their 'muscles' to roll the pastry and extend their knowledge of shapes by choosing a shape to cut. The

staff use successful questioning strategies to encourage children to think for themselves. This means children understand about listening and responding, which helps to build their self-esteem and confidence.

The manager/provider and staff use precise and accurate assessments of each individual child. This ensures they know and understand each child's learning styles and therefore plans are focused and sharp. They complete the required progress check for two year old children and share these with parents. This enables them to identify the children's progress very accurately, and to identify areas where children require further support to promote their future learning. Assessment of all children is shared with their parents, which means parents are able to contribute to their child's learning experiences. This means that planning for children's individual needs is more accurate and thoroughly supports their swift progress. Children take part in a wide range of activities to express themselves creatively; they enjoy varied opportunities to use a range of materials, such as paint, glue and dough. Staff use daily activities to help children to develop a secure understanding of number. They talk about how many buttons are on the children's coats as they prepare to play outside. Staff work extremely hard to make learning activities fun. They place large sheets of paper on the floor giving all children opportunities to express themselves with pens and crayons on a large scale. The children all laugh and scream when the staff lift the paper, making loud noises with the tape used. There is a varied range of high quality toys and resources available to capture the children's interest and that they enjoy using.

Staff carefully support toddlers to join in with all activities. For example, when children are playing 'sleeping bunnies', staff teach toddlers to jump with the other children. Staff teach children to build on their skills of independence and encourage them to learn skills that prepare them for their next steps in learning. For example, children successfully put on their own coats and shoes and learn how to use cutlery at mealtimes. The children are developing skills in showing care for each other, such as through negotiating and sharing. The children benefit from the calm, consistent interaction they share with the staff team. Staff consistently encourage the children to think and offer warm praise when they achieve. This means that children feel very eager to try new things and to achieve new challenges.

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

Children demonstrate they feel extremely safe and secure in the setting. For example, they confidently make their choices known to their key person. The staff respond with care and enthusiasm. They demonstrate their understanding of young children and babies, offering comfort and cuddles to children who are feeling sad. Soft cushions and rugs mean babies and crawling children remain comfortable as they play and explore. The staff enable children to develop an awareness of their own safety and of others during their play. For example, staff remind children to take care as they move from the indoors to the garden, as the steps into the area are sometimes slippery in the wet weather. Staff use this opportunity to count with the children as they walk into the garden. The premises are very safe and the staff review the risk assessments regularly. This includes potential

hazards outside. The staff take time to check all areas of the garden before the children go outside. In addition, staff complete regular fire drills with the children. This means children know how to evacuate the premises in the event of a fire. The staff ensure all the children who require rest and/or sleep have suitable space and furniture for this purpose and are carefully monitored. Staff demonstrate a sensitive awareness of children's individual care needs. For example, children who prefer to sleep in their buggy do, so that they rest well. Children's health and well-being are promoted effectively because staff take care to provide children with a good understanding of healthy eating. Staff provide a very healthy range of foods that are cooked in advance. This enables staff to spend more time with the children. Meal times are social occasions where children sit together and talk to the staff about the food they are eating and the morning's activities. They enjoy chatting to staff and each other which promotes a positive attitude towards mealtimes.

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

Staff demonstrate an excellent understanding of both the learning and development requirements, and the safeguarding and welfare requirements of the Early Years Foundation Stage. They are all very confident and enthusiastic in their roles as they help children to play and learn. The staff are clear who is the designated safeguarding person, and this member of the staff team makes sure all staff have completed safeguarding training and have an understanding of their safeguarding responsibilities. There are appropriate policies in place to ensure staff can take prompt action if they have any concerns regarding children's welfare. Staff are very sure of their role in reporting poor childcare practice to the manager. The inspirational manager/provider is an excellent role model to all the staff. She uses a highly effective system of appraisal that allows the staff to evaluate their own practice and work with the manager/provider to effectively identify any training needs, and as a result improve their skills and practice. The manager/provider and staff are proactive in seeking out training. They use support from the local authority to make sure they are aware of changes and updates in the childcare field for all the staff. The staff make use of self-evaluation, identifying areas of their work where they want to develop the childcare service. In addition, the systems of evaluation embrace contributions from staff and parents. This means everyone involved with the childcare feels fully included in decisions about the childcare service.

Staff supervise children closely. The setting is very effectively organised so all the children can move safely and with confidence. All the staff are clear and confident in their roles; this means they effectively help the children in their care to have fun as they learn and develop. Detailed children and staff registers demonstrate how the setting consistently maintains correct ratios of adults to children. In addition, there is a list of extra staff who can work at the setting if needed. This means children's safety and welfare is not compromised. The staff effectively observe and assess the children in their care. This information is used to plan activities to challenge and motivate the children. Parents receive a wealth of information about their children from the staff. They use highly successful strategies to communicate with parents. This ensures the parents and extended families are fully included and know about the children's learning and development. The

staff understand their role in sharing assessments with parents. This means parents are fully encouraged to contribute to their child's learning and development. Parents' comments are very positive; they say the childcare offered 'goes above and beyond our expectations'. Staff are very aware of how to contact other professionals who can offer guidance and support if they have any concerns about children's development and progress.

### **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	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

<b>Unique reference number</b>	EY396597
<b>Local authority</b>	Barnet
<b>Inspection number</b>	949968
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childcare - Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22/12/2009
<b>Telephone number</b>	

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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