

Inspection date	19/09/2014
Previous inspection date	06/12/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 made many improvements since her last inspection and now meets the needs of children well. She has taken up further training and has reflected on this training in her daily practice.
- The childminder understands children's interests, backgrounds and abilities on entry and plans effectively for their learning. Children engage in their play and therefore progress well.
- Children are happy in the childminder's care. They behave very well.

It is not yet outstanding because

- The childminder misses opportunities to provide more readily available resources to promote children's mark-making skills and creative development.
- Partnerships with other providers sharing care of the children are not yet fully established.

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.

Inspection activities

- The inspector held discussions with the childminder and her co-childminders.
- The inspector observed children in their play.
- The inspector sampled the childminder's documentation and children's development records.
- The inspector spoke with the childminder about how she evaluates her provision of care and how she assesses children's progress and next steps.

Inspector

Aileen Finan

Full report

Information about the setting

The childminder registered in 2008. She works from another childminder's home, which is located in Edgware, within the London Borough of Barnet. Childminding takes place from the downstairs of the property. There is a garden available for outside play. The childminder works two or three different mornings each week with two other childminders or assistants. Together, they have 13 children in the early years age range on roll. The childminder herself cares for four children in the early years age range. Care of children is provided between the hours of 9am to 12pm, each weekday, during term-time only.

What the setting needs to do to improve further

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

- Extend the partnerships with parents and others involved in children's care to further promote the continuity in children's learning
- Further extend children's creative development and exploration skills as well as opportunities for mark making, by providing more freely accessible resources.

Inspection judgements

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

The childminder demonstrates a secure knowledge of the learning and development requirements. She promotes children's engagement with their activities and provides a challenging learning environment. As a result, children are eager to take part and enjoy their play. The childminder encourages children's social interactions, language and communication well. Her enthusiastic approach encouraged children's excitement when she introduced a box of hats. The children delved in to the box and chose from a broad selection. The children tried the hats on, which included those for a pirate, nurse and fairy. Other hats depicted a crown or rabbit ears, which provoked further excitement. The childminder encouraged children to act out the character for their hat. For example, a child pretended to be a nurse and used a doctor's kit. Another child pretended to be a clown. This well-planned activity promoted children's learning and supported children's social skills, imaginations and self-awareness effectively.

The childminder promotes children's early exploration and curiosity well. For example, she provided small toys wrapped in ice. Children were intrigued and eager to explore. The childminder encouraged children's language by helping them to understand what ice feels cold. She introduced new words, such as melting. As a result, children further identified that the ice turned to water once it had melted. Experiences, such as these, help children

to understand change, cause and effect, and develop their curiosity of the wider world.

The childminder and her co-childminders maintain a record book for each child. These books provide an informative record of children's progress. The childminder is confident to make accurate observations and use these to inform her of future planning for the children. The childminder and her colleagues have a good understanding of children's achievements, and the children are making good progress in relation to their attainments on entry to the setting. This is because the childminder and her co-childminder's plan well for children and offer a broad range of opportunities that span all seven areas of learning. However, during the day, there are fewer opportunities for children to easily access mark-making experiences. Nevertheless, at the end of the day, children enjoyed an art activity. The childminder took time to plan for this and placed a large cloth on the floor so that children could sit together to draw, cut with scissors, glue and stick pictures. Children used a range of materials, such as brushes and different types of pens, which promoted their physical development further.

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

The childminder demonstrates a warm and caring approach. Children are happy in her care, and demonstrate they are emotionally secure in the childminder's company. This is because the childminder is sensitive to the children's needs. The childminder sat closely to the children when they were sharing a group activity. Children looked at her for reassurance and the childminder used effective interaction skills to encourage the children to watch others and interact at their own pace. Suddenly, when some children do decide to join in, the childminder is proactive with praise and offers further reassurance. This good practice means that the childminder is able to build children's confidence. As a result, children are more willing to join in.

The childminder is a good role model to the children and they understand her expectations. This is because the childminder and her colleagues plan the day well and children are familiar with their routines. The childminder and her co-childminders utilise the space effectively. They provide children with a well-resourced selection of toys, resources and activities that challenge their learning. The childminder is confident to use her understanding of children's interests and abilities when planning for children's arrival. She uses her knowledge of children's next steps to plan for toys that children enjoy, and which will extend their learning. Therefore, the childminder uses her skills to challenge children's learning appropriately. She ensures children have access to toys and make choices about what they want to do. This effective practice helps children to be confident in their decision-making skills.

The childminder encourages children to be aware of good health and hygiene routines from an early age. She helps children to understand the necessity for washing their hands prior to eating their snack. She reminds children about drinking water from their individual cups. Snack time is a sociable occasion. The childminder offers children the choices of biscuits, raisins, cucumber and grapes for example, which they can serve themselves. The childminder and her co-childminders prepared fruits appropriately, taking into account the

welfare of children. For example, they cut grapes into slices to prevent any choking risk. They are aware of children's dietary needs and preferences and adhere to the meeting these needs. This good practice promotes children's well-being and safety. The childminder conducts nappy changes appropriately. She explained to children that nappies needed changing and as a result, children cooperated contently.

The childminder promotes regular opportunities for the children to play outdoors. They therefore benefit from regular fresh air and exercise, which promotes their physical development. Children enjoyed a broad selection of learning opportunities. They chased bubbles in the air and jumped to catch these. As children kicked and caught balls, the childminder engaged in conversations with them. She extended children's learning well, by explaining the difference between big and small using the balls as props. This effective teaching helps children to put descriptive words into context.

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

The childminder works alongside her co-childminders and their assistants. She has a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. As with her co-childminders, the childminder has reflected well on her practice. As a result, she has made many improvements since her last inspection. The childminder was particularly confident to highlight her strengths as a provider. She stated she is organised, and that children benefitted from the friendly learning atmosphere of the setting that she and her colleagues promoted. The childminder has completed further training to develop her understanding of observational assessment. This includes the requirement for the progress check for two-year-old children. In relation to future improvement, the childminder is confident about putting these new techniques into practice to strengthen the outcomes for children.

The childminder has recently completed safeguarding children training. She is confident to acknowledge her responsibilities in relation to child protection matters. The childminder is aware of the procedures she would take, should there ever be a cause for concern about a child in her care. The childminder has completed and refreshed her paediatric first-aid training. This enables her to be confident in dealing with any minor accidents that occur and administer first aid if necessary. The childminder and her co-childminders have appropriate systems for recording children's attendance, accidents and administration of any medication.

The childminder maintains robust policies and procedures, which all of the childminders and assistants at the setting adhere to in their daily practice. The childminder shares the policies with parents, so that they understand the procedures in place to promote children's safety and well-being. The childminder and her colleagues regularly review risk assessments for the environment. She is proactive in conducting daily checks, so that children can play safely both indoors and outside.

The childminder has a secure understanding of the learning and development

requirements of the Early Years Foundation Stage. She follows the same practice as her co-childminders by meeting with parents prior to children's entry to the setting. Since the last inspection, the childminders now assign each child a key person and secondary key person. This means that the childminder and her co-childminders are able to familiarise themselves about children's interests, backgrounds and abilities on entry to the setting. Consequently, they are now better able to promote the needs of the children attending.

The childminder and her co-childminders provide a well-resourced environment that promotes children's learning and development in all seven areas. She conducts regular and accurate observations of children's achievements, and provides parents with a written summary of children's achievements each term. The childminder informs parents each day, through an effective exchange of information, about what their children have done during the day. Therefore, the childminder is able to keep parents up to date about their children's achievements and their next steps for learning on a regular basis. The childminder is encouraging parents to contribute their observations of children through discussions with her.

The childminder and her colleagues are developing links with other settings that children also attend. However, this practice is not fully established because shared care arrangements are in their infancy. Parents are particularly positive about the care their children receive. They highlighted that the childminder and her co-childminders are very approachable and friendly. One parent commented that the setting offers children a great start in their education and that the childminders maintain good systems of communication.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY372882
Local authority	Barnet
Inspection number	975763
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 5
Total number of places	3
Number of children on roll	4
Name of provider	
Date of previous inspection	06/12/2013
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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