

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:	Not 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 has made great improvement since her last inspection and now meets the needs of individual children well. As a result, children are engaged in their learning and are making good progress in relation to their level of attainment on entry.
- The childminder offers a challenging environment for children to learn in, and a broad selection of resources and activities.
- Children are happy in her care. They demonstrate good behaviour and have fun.
- The childminder has positive relationships with her co-childminders and parents.

It is not yet outstanding because

- The childminder misses opportunities to provide more readily available resources to promote children's creative development including a broader range for mark-making material.
- Partnerships with parents and other sharing care of the children are not fully integrated to extend continuity in children's 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.

Inspection activities

- The inspector spoke to the childminder, her co-childminders and parents.
- The inspector observed children in their play.
- The inspector spoke to the childminder about how she plans and assesses children's progress, and how she evaluates her provision of care and continuous improvement.
- The inspector sampled the childminder's documentation and children's development records.

Inspector

Aileen Finan

Full report

Information about the setting

The childminder registered in June 2003. She lives with her husband and two adult children in Edgware within the London Borough of Barnet. There is a dedicated play room, the dining area of the kitchen and toilet on the ground floor for childminding. There is a garden available for outside play. The childminder is registered on the Early Years Register. She works with two other registered childminders and assistants who each work different mornings every week. Together they have 13 children on roll in the early years age range, and the childminder is herself caring for four children in the early years age range. Care of the children is provided between the hours of 9am until 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:

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

Inspection judgements

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

The childminder works alongside her co-childminders. Their effective partnership has improved since the last inspection. The childminders now implement a more embedded key-person system. The childminders assign each child a key person and secondary key person. This means that the childminder and her co-childminder are better able to promote the needs of the children attending. The childminder maintain a record book for each child to demonstrate their attainments through the observations that they make. These records are informative.

The childminder demonstrates a secure knowledge of the learning and development requirements. She promotes children's learning effectively and offers a challenging environment, where children were eager to take part in activities. The childminder encourages children to speak and communicate with her. For example, she used picture cards to help children recognise the creatures on the cards, and contributed towards their ideas. The childminder extended the activity well, by asking children about the noises the animals made, or by singing rhymes relating to that animal. Children were keen to join in. They watched and followed the actions as the childminder and her co-childminders' sang

familiar songs and rhymes. The young children were also confident to make the noises of a cow, for example. These activities promote children's communication and understanding of language.

The childminder arranges for a music teacher to attend the setting for one day each week. This activity extends children's learning well because the teacher and the childminders are enthusiastic and encourage all the children to take part. Children followed the actions intently. They placed their hands on their knees, head or toes at the appropriate times. The childminder proactively focused on describing words as children joined in. She demonstrated the movements so that children understood the meaning of up and down. Children eagerly chose musical instruments. Some children played drums or keyboard, while others picked up a shaker or tambourine. The activity further supported children's confidence by encouraging children to be expressive and creative in their play.

At the end of the day, the childminder encouraged children to enjoy an art activity. With her co-childminders, the childminder was careful to consider how all the children could enjoy this activity. They 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. However, during the day routine there are fewer opportunities for children to easily access mark-making experiences. Nevertheless, the childminder planned the art activity at the correct level for children's age and ability.

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

The childminder provides the majority of care for children in a dedicated play room and the dining area of her kitchen. She utilises the space well. The childminder and her co-childminders provide a well-resourced selection of toys, resources and activities that challenge children. They use their knowledge of children's interests and abilities when setting up the home at the start of the day. Therefore, children could access their toys and make choices about what they wanted to do. These experiences help children to be confident in their decision-making skills and enables the childminders to assess children's emerging interests.

The childminder has a warm and sensitive approach. Children happily snuggled up to her for a cuddle or went to her for reassurance during their play. Therefore, they are developing the securities needed to promote their emotional development and are showing willingness to learn. The childminder has a very effective partnership with her co-childminders. She is a good role model to the children. The children understand the routines of the day and the childminder's expectations. The childminder is organised and plans the day well, so that children remain familiar with the daily routines. For example, when children meet together at the start of the day, they sat on mats in a circle and showed confidence as they took part in their daily welcome song. This regular experience promotes children's confidence and social skills, and helps them to learn each other's names.

The childminder encourages children to be aware of good health and hygiene routines from an early age. The childminder offered children water to drink throughout the morning and they enjoyed a snack, which was healthy and nutritious. Snack time is a sociable occasion. The childminder reminded the children about washing their hands prior to eating, which helped their awareness of self-care. 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. The childminder reminded children to sit sensibly while eating. This good practice promotes children's well-being and safety.

The childminder ensures that children have regular opportunities to play outdoors. They therefore benefit from regular fresh air and exercise, which promotes their physical development. The area to the rear of the home is fenced off to keep children safe. Children enjoyed a broad selection of learning opportunities and have fun outdoors. For example, children kicked and caught balls, explored the tunnel or dug in the sand pit. The childminder engaged in conversation with children and promoted their recall of a recent family holiday, when they had fun on the beach. This good quality interaction helps children to talk about past experiences, and challenges their language and communication further.

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

The childminder has good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has made many improvements since her last inspection. Working together with her co-childminders and/or assistants, the childminder provides a welcoming and inclusive environment for children. The childminder has recently completed safeguarding children training, and has cascaded her improved knowledge and understanding to her assistants. Therefore, those adults working with children are confident to demonstrate the procedures they would take, should they have a concern about a child in their care.

The childminder has completed and refreshed her paediatric first-aid training. She maintains a suitable first-aid kit, and is confident to deal with any minor accidents and administer first aid if necessary. Appropriate systems are in place for recording children's attendance, any accidents that occur, and any medication administered. The childminder, her co-childminders, and assistants maintain robust policies and procedures, which they all adhere to in their daily practice. The childminder shares these policies with parents, so that they understand the procedures that support children's safety and well-being. The childminder regularly reviews risk assessments for the environment, both indoors and outdoors. The childminder and her co-childminders complete daily checks indoors and outside, so that children can play safely.

The childminder and her co-childminders and assistants have reflected on their practice well. The childminder highlighted her positive manner and relationships with parents in how she supports children settling in to her home, and provision of care. She intends to

develop her knowledge of child development further in relation to future improvement. The childminder has met all the actions set at her last inspection.

Children are settled and are happy to attend. They benefit from a well-resourced environment that promotes their learning and development. The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She takes time to meet with parents. The childminder ensures she is aware of children's interests and abilities on entry to her provision. She makes regular observations of children's achievements and provides parents with a summary of children's achievements each term. The childminder provides parents with an effective exchange of information about what children have done during the day.

The childminder is able to demonstrate that she knows the children well. She shares her planning with parents in relation to children's next steps. Furthermore, she encourages parents to share their observations of what their children do at home. In relation to those children attending other settings, the childminder is taking steps to establish a partnership. However, this practice is in its infancy and not fully established. Parents are particularly positive about the care their children receive. They highlight that the childminder and her co-childminders are very approachable and friendly. A parent adds that the setting offers children a great start in their education.

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	EY251902
Local authority	Barnet
Inspection number	949180
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	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

