

Inspection report for early years provision

Unique reference number	EY349146
Inspection date	13/02/2012
Inspector	Seema Parmar

Type of setting	Childminder
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2007. He lives with his partner, in semi-detached premises, in the Whetstone area within the London Borough of Barnet. The childminder works with his partner, who is also a registered childminder. The whole of the ground floor of the house is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for six children under eight years; of these, not more than three may be in the early years age range. When working with another childminder at the above premises, they may care for a total of 12 children under eight years; of these, not more than six children may be in the early years age group. There are currently 11 children in the early years age range on roll. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks/drives to local schools to take and collect children. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder works successfully with another childminder, to provide good quality care and education for children in the Early Years Foundation Stage. Inclusive practice is very well addressed and individual children feel a sense of belonging. Children generally enjoy healthy snacks however, meals do not fully promote their health and well-being. The childminder and his co-worker have evaluated their ability and skills. They are aware their first aid certificate has expired and have booked themselves on the next available course. The childminder has good relationships with parents and generally shares information regularly to keep them well informed about their child's care routines and development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- update and complete a paediatric first aid course by 29/06/2012 (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register)

To further improve the early years provision the registered person should:

- ensure meals provided at lunch time are fresh, healthy, nutritious and in line with a healthy eating policy
- extend and develop ways to fully involve all parents in their child's learning and development journey.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates that he has a good knowledge of how to safeguard children in his care. For example, he knows what to do if he has concerns about child protection and is familiar with the local Safeguarding Children's Board procedures. The childminder is very well aware about aspects of safety and has written risk assessments in place to safeguard children.

The home is bright, warm and welcoming as walls are covered with an array of educational posters and pictures of children in their daily routines and activities. The childminder and his co-worker organise their home and play resources very well, in order to encourage children's independence. For example, children choose from a stimulating range of toys, that are well presented and within their reach.

The childminder and his co worker have completed a self-evaluation form, identifying their strengths and areas to improve. The childminder has a good understanding of what he needs to do to further improve his knowledge, understanding and practice, to improve outcomes for children. The childminder and his co worker actively seeks relevant training workshops, to improve their understanding of children's individual and specific needs. The childminder and co-worker's first aid certificate has expired. The childminder acknowledges and understands that this is a requirement and as result, has confirmed a place on the next available course. Children's needs are very well met as documentation and records required for the safe and efficient management of the setting are in place.

Children are valued and respected, as individuals. The childminder has a positive attitude towards inclusive practice and works closely with parents, to provide for their children's care needs. Children are provided with good opportunities to learn about diversity as they celebrate many different cultural festivals such as Hanukkah, Chinese New Year, Diwali, Eid, Christmas and Easter. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem. The childminder pro-actively develops and forms links with other providers. For example, the childminder talks to school staff and obtains information about current themes from school to ensure continuity of care and learning for the children. In addition, both the childminder and the co-worker actively work with other agencies to meet the individual additional needs of children to promote their welfare and well-being.

Strong links exist with parents. They receive regular verbal feedback, which is relevant to their child. Required documentation is confidentially stored and in place, for each child. These systems support consistency in care and learning and help with the smooth partnerships that exist. Feedback from parents states they are very happy with the care that their children receive. Generally, systems are

well established for parents to receive feedback about their children's daily routines and development.

The quality and standards of the early years provision and outcomes for children

Children are very happy, secure and thoroughly enjoy the quality time the childminder and co-worker spends playing with them. The environment is well presented to ensure that learning is fun and helps the children make good progress in their learning and development.

Ongoing assessments are used very effectively, to monitor children's progress and the information gathered, helps the childminder to identify what he needs to do. This is in order to help the children in achieving their next goal. Planning is tailored to the needs of each individual as the childminder is flexible in his approach to children's learning and builds on their current interests. Children enjoy their time with the childminder; they are engaged, happy and interested in their play. The childminder builds on children's experiences through actively being involved in their play and learning. Children demonstrate a sense of security and confidence as they easily approach the childminder if they need help or would like a change of activity. Children confidently make independent choices and self-select toys, activities and resources they are interested in. Children have fun playing and show delight as they push various buttons, on a selection of programmable toys, which supports their learning as they find out why things happen and how things work. For example, children use toy cameras, taking photographs of each other saying, 'smile, say cheese' as they click to take a picture.

Children have good access to the garden promoting their physical skills and development. In addition, they gain plenty of fresh air and exercise to promote their well-being. The childminder has a no shoe policy to further promote children's good health. Generally, children enjoy a suitable range of snacks, such as fresh fruit and vegetables. Although at meal times children have a portion of vegetables with their lunch, most of the meals provided are pre-packed frozen meals, which do not fully promote children's health and well-being. Children have access to fresh drinking water in their individual beakers. Children are learning to keep safe, as the childminder gives gently reminders and supervises them vigilantly as they play. In addition, children are involved in fire drill practices to build their understanding of emergency evacuation procedures. This is to ensure they are kept safe at all times. Overall, children demonstrate that they feel safe and secure within the childminder's care, which supports children to develop many valuable skills and set secure foundations for their future learning.

The childminder recognises that involving children in developing the simple house rules for acceptable behaviour, promotes their self-esteem and confidence. He recognises the importance of having a consistent approach and being a positive role model. As a result, they behave well.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (qualifications and training) 29/06/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (qualifications and training) 29/06/2012