

## Inspection report for early years provision

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**Unique reference number** 147435  
**Inspection date** 12/01/2010  
**Inspector** Siobhan O'Callaghan

**Type of setting** Childcare on domestic premises

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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.

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## Description of the setting

The provider was originally registered in 1996. However, the provision changed from a childminding group to childcare on domestic premises in September 2008. The provision is managed by one person from her own home; she employs eight assistants to work alongside her. The provision is in Muswell Hill in the London Borough of Barnet. Many of the adults work on a part-time basis and share the care of the children. The provider's husband and three children, one who is an adult and two who are school aged, also live at the premises. The children are mainly cared for in a log cabin in the garden where they have sole use of this accommodation, they also have access to the conservatory and kitchen within the main house. There is a fully enclosed garden available for outside play. The family have two dogs that do not go into the areas children use when they are present.

The provision is registered on the Early Years Register and on the compulsory part of the Childcare Register to care for a maximum of 18 children at any one time, of these, no more than 18 may be in the early years age group and of these no more than five may be under one year at any one time. There are currently 25 children aged from 10 months to under five years on roll, all children attend on a part-time basis. The provision is open from 8am until 6pm for 48 weeks of the year. The provision currently supports a number of children with English as an additional language. The provider holds a formal childcare qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provider organises a warm and welcoming environment for children where their individual needs are valued and respected. Children are making good progress in their learning and development as effective planning and assessment systems are continually evolving to enhance the quality of their learning experiences. Partnerships with both parents and outside agencies positively contribute towards children receiving continuity of care. Children's welfare is promoted through a comprehensive range of policies and procedures which support their overall care and safety within the provision. The provider demonstrates an enthusiastic approach to promoting improvements which is evidenced within her excellent progress in meeting previous recommendations and developing effective self-evaluation systems to instigate improved outcomes for children.

## What steps need to be taken to improve provision further?

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

- improve younger children's opportunities to be fully included within lunch time routines
- develop further ways of communicating with parents and involving them in

gathering children's starting points before they attend the provision.

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

The provider has established effective records, policies and procedures to support the safe and efficient management of the Early Years Foundation Stage (EYFS). There are clear and up-to-date procedures in place to support the safeguarding of children. The provider ensures that competent recruitment and vetting procedures are followed so that all staff working within the provision has completed necessary suitability checks. Children's safety is given due emphasis as robust risk assessments are completed to ensure that the environment is safe and secure for them. Further risk assessments are in place for all the outings that children enjoy whilst attending the provision. The provider has parental consents in place for all trips within the local and wider community. All records relating to the children's individual health and general welfare are well-maintained.

The provider has established an enthusiastic and motivated staff team. They are well-deployed throughout the provision and clearly enjoy their work which is evidenced within their positive interactions with children. The environment is effectively organised to promote an accessible and stimulating range of experiences for children. They have extensive opportunities to make choices about their play as they access good quality resources. Overall, children are effectively supported to be included within all aspects of the provision. Although lunch times do not fully include the youngest children as they sit in highchairs away from their peers. Consequently they are restricted to be a part of this social experience. Children's individual home backgrounds, languages and cultures are valued within the provision as resources and activities help to promote a positive approach towards diversity and inclusion.

There are successful partnerships with parents as they are fully informed about all aspects of their children's care and progress within the setting. They are involved in contributing towards their children's ongoing assessment records. However, the provider is yet to develop effective systems to gather information from parents about their children's starting points prior to them joining the provision, which will further support the effective planning for their individual learning. Parents are consulted on their views as parent questionnaires are utilised to engage them in sharing their ideas about what they think the provision do well and could improve upon. It is evident through both discussions with parents and their comments within questionnaires that overall they are extremely happy with the service provided.

The provider is passionate about improving the quality of her provision. She is skilled in recording accurately the provisions strengths and sets clear targets to instigate future improvements. She has embraced the new EYFS framework, and has implemented this extensively within her practice. The provider demonstrates a positive approach to working in partnership with outside agencies to further develop her provision. For example, she has implemented advice from her early years teacher to re-organise the environment so that all children can fully access

resources and activities at their level. She has developed purposeful planning and assessment systems so that these are now focussed on individual learning rather than planning for the group as a whole. Thus overall, improvements have an excellent impact on children's ability to enjoy and achieve and thus reach their potential.

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

Children are happy and content within this provision. The established key person system supports all children in feeling secure as they have their individual needs successfully met. The staff team effectively plan an exciting and challenging range of experiences for all children both inside and out within the garden. Children confidently access their environment where it is evident that they are supported to become independent and active learners. Staff enthusiastically engage within children's play and skilfully follow their interests. For example, children are delighted to practise their hairdressing skills on a member of staff in the well-equipped role-play area. Their play is supported through positive interaction as the staff member fully supports their imaginative role-play scenarios. Children have many experiences to be creative as art and craft materials are always available. They are exposed to a good range of books to further support not only their communication, language and literacy skills but to enhance their imaginations and encourage them to be expressive. For example, children love to re-enact favourite stories with the use of well-organised props.

Staff are developing competent assessment systems which support them in planning activities and experiences that focus on children's individual interests. Consequently children are busy and engaged as they concentrate for extended periods within their play. Children are developing a broad knowledge and understanding of the world around them as they are involved in a variety of practical experiences. For example, children help to plant vegetables and fruits which they later eat. Staff make good use of all weather opportunities as they take children out into the snow and encourage them to explore its properties. Children find icicles which they are able to touch, taste and discover that they are easily broken. Staff encourage children to think about the weather and discuss the types of clothes that need to be worn when it is very cold. Children have good resources to support them to develop problem solving skills. They can observe numbers in their environment and develop concepts of numbers when they explore counting in their play. Children enjoy the challenges of puzzles.

Children's well-being is prioritised by staff as they have good procedures in place to keep them safe. Children are learning how to access their environment safely as they walk sensibly up and down the stairs into the garden and know that they must take extra care in the icy weather. Children's good health is promoted through daily opportunities for them to enjoy physical play and fresh air outside. They can climb, balance, run and jump in the garden where a broad range of resources are available to develop their physical skills. Children are able to rest and relax throughout the day. They have a healthy vegetarian diet which includes fish; they clearly enjoy their food as they eat extremely well. Staff promote children's

independence skills as they encourage them to feed themselves and to help get their environment ready for lunch time. Children display polite and cooperative behaviour, they are able to share and take turns with popular resources. Positive staff role models have a successful impact on children's behaviour as they display polite and respectful manners. Overall, children are developing many valuable learning and development skills which help to set secure foundations for their future learning.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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: Met

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