

<b>Inspection date</b>	20/02/2013
Previous inspection date	17/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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**

- Children enjoy the time they have with the childminder as she interacts with them well and joins in their play.
- Children show they feel safe and secure, as they confidently explore their surroundings.
- The childminder has a sound understanding of the safeguarding and welfare requirements and her responsibility to safeguard the children in her care.

#### **It is not yet outstanding because**

- the childminder has not yet fully explored how she can help children to learn more about the world in which they live through interesting and exciting resources and experiences.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 made observations during free play and focussed activity in the play room.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector looked at children's records, development information and sampled the childminder's policies.
- The inspector spoke to and interacted with the children during play.

## Inspector

Katie Dempster

## Full Report

### Information about the setting

The childminder registered in 1997. She lives with her husband, two adult children and her daughter-in-law in Kenton, within the London Borough of Brent. The ground floor of the premises is used for childminding with a dedicated play room. There is a large garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently

caring for two children in the early years age range.

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

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

- strengthen children's understanding of difference by providing positive images of children with diverse physical characteristics, disabilities and varying cultural backgrounds

### **Inspection judgements**

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

The childminder supports children well as she interacts with them and joins in their play. She consistently talks to them, using their names and models language to support their communication skills. Children receive lots of praise and enthusiasm for their efforts and achievements, which encourages their self-esteem and confidence. Younger children learn the effect of their actions as they play 'peek a boo', enjoying the clapping and attention from the childminder.

Children begin to form friendships with one another. Older children are gentle and affectionate with their younger peers and show they can manage their behaviour independently. Children enjoy using their imagination during pretend play. They rummage through the dressing up box and have fun trying out the different handbags. Younger children enjoy making noises with the interactive toys and begin to join in with older children's play. Children enjoy feeding the birds in the garden and watering the plants. This supports children's understanding the world. However, children have fewer opportunities to learn about the wider world through diverse resources and experiences outside of the childminder's home.

Children enjoy the time they have with the childminder and respond to her sound teaching techniques. For example, she models how to use different tools, asks the children questions and encourages them to demonstrate what they know. The childminder makes observations of the children to help her plan appropriate activities. She uses a tracking document linked to the Development Matters guidance to help her track children's progress to help ensure they are developing according to their age and stage. The childminder engages in daily feedback with parents, discussing children's achievements and development. The childminder suggests activities the children can continue at home,

including singing nursery rhymes and songs they have learnt.

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

The childminder is warm and affectionate with the children. Children show they feel safe and secure, as the childminder is responsive to their needs. Young children show confidence in exploring their surroundings, which they do in a safe and secure environment. The childminder seeks information from parents about the children when they first start with her, helping her to meet children's needs as they settle in. She continues to gain information about the children during the ongoing discussions with parents. This also supports the childminder in meeting children's changing individual needs.

The childminder supports children in leading healthy lifestyles. She promotes the children's use of physical skills as she provides fun equipment in the garden. For example, a slide, bouncy castle and trikes. In addition, the childminder supports children's early understanding of a healthy diet. For example, during role play, the childminder uses the pretend food to talk to the children about how fruit is good for us and gives us energy. The childminder provides resources that promote discussions about safety, for example, pretend play with a selection of tools.

The childminder organises the environment to ensure children are able to be independent. They have access to child-size table and chairs and low level storage to encourage the children to self-select and lead their own play. In promoting children's independence, they are beginning to develop the skills they will require in the next stage in their learning.

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

The childminder has a sound understanding of the safeguarding and welfare requirements and her responsibility to safeguard the children in her care. She is able to identify child protection concerns and is aware of how to report these. The childminder conducts a risk assessment each time a new child starts. She takes into account the different risks posed to the children, depending on their age and mobility. This helps to ensure her home is safe for all the children. The childminder practises the fire evacuation procedure with the children, this helps to protect children in the event of an emergency.

The childminder shows a sound commitment to her on-going professional development and improving her service. The childminder has attending many training sessions since her registration, including regular safeguarding training, behaviour management and health and safety training. Through her self-evaluation process, the childminder has been successful in identifying some of the areas in need of development. For example, the childminder recognises the need to develop opportunities children have to explore the local community.

The childminder has positive relationships with parents. There is a two-way flow of communication enabling the childminder and parents to share information. The childminder shares information about the children's daily care routine, activities they have enjoyed and the progress they are making.

### 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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>	137686
<b>Local authority</b>	Brent
<b>Inspection number</b>	813912
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/06/2009
<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 that are usually their 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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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