

Inspection date	11/03/2013
Previous inspection date	03/11/2011

The quality and standards of the early years provision	This inspection:	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 demonstrate they are secure and confident in the childminder's welcoming home.
- The childminder has effectively organised the space where the children play encouraging the children to explore and investigate.
- The childminder plans activities well to reflect children's stages of development.
- The childminder demonstrates a good commitment to ongoing improvement. She reflects on her own practice to effectively promote her own professional development.

It is not yet outstanding because

- children are not encouraged to speculate on the reasons why things happen or how things work because they do not have access to a wide range of toys and resources that work in different ways.

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.

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 completed observations of the children during the inspection.
- The inspector discussed and completed a joint observation with the childminder.
- The inspector sampled documentation the childminder uses to support her work.
- The inspector discussed the process of self-evaluation with the childminder.
- The inspector discussed at appropriate times the systems the childminder uses to observe and record the children's progress.

Inspector

Julie Biddle

Full Report

Information about the setting

The childminder registered in 1989. She lives with her husband and two adult children in the London Borough of Brent. The ground floor of the premises is used for childminding with access to the upstairs bathroom. An enclosed garden is available for outdoor play. . The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children in the early years age range on roll who attend on a full-time basis. The childminder walks to local schools to take and collect children. She attends the local children's centre and visits the library and local parks.

What the setting needs to do to improve further

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

- encourage children to speculate on the reasons why things happen or how things work by providing a range of materials and objects for children to play with that work in different ways for different purposes, for example, egg whisk, torch, camera and other household implements.

Inspection judgements

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

Children are happy, confident and secure in the care of the childminder. Children play in a child-centred room where they have space to explore and develop their imaginations. For example, they use the play kitchen to cook pasta. They talk to the childminder and their friends about how long the pasta will take to cook but do not have use of a timer for this activity. In addition, the children do not always have regular access to a wide range of everyday resources, such as cameras and torches, so that they can consider the reasons why things happen or how things work, as part of their day-to-day play.

The childminder knows the children well and makes regular observations of their achievements in order to assess their progress. She plans a good variety of activities and experiences that build on children's existing knowledge and skills. This means that children are challenged, interested in activities and well prepared for the next stage of learning and school. Children make good progress in all their learning in relation to their starting points, age and ability. The childminder encourages them to develop their communication skills when children join in conversations as they play and read stories. The childminder reads stories that the children can relate to, for example a book to encourage children to use the toilet. They enjoy playing in the garden and have good opportunities to practise their

physical skills when they use the trampoline. Other outdoor learning experiences include visits to the local park and playing in the snow. Children have a wonderful time as they build a snowman. Children find out about the diverse world they live in when they visit buildings and the community to discover how other people celebrate special events. Children express their creativity and imagination when they draw pictures, play in the role-play shop or have fun with the dressing up. Children particularly enjoy dressing up as princesses, talking about their favourite colours and which dress they would like to wear.

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

Children have good relationships with the childminder, who has a calm, caring approach and is responsive to their needs. This helps children settle quickly and supports their physical and emotional well-being. Children respond well to the childminder's consistent expectations and their behaviour is good. They are polite and well-mannered and, with lots of positive encouragement, they remember that they need to share, take turns and think about their friends' feelings.

Children grow in confidence and independence as they move around the childminder's, well-organised home. The childminder conducts careful risk assessments and makes sure precautions, such as safety gates, are in place so that children can play safely. Children help themselves to a good range of age-appropriate resources and play materials that are easily accessible in the play room. Children gain an understanding of risk and how to keep themselves safe. For instance, they help tidy away the toys so that no one trips over them, and the childminder gently reminds them to be careful when they move around the room.

The childminder promotes children's good health well. Children learn to manage their personal needs when they wash their hands before they eat and take their shoes off inside. The children benefit from fresh air and activities in the garden and local park, where they can develop their physical skills.

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

The childminder has a good understanding of the safeguarding and welfare requirements and her responsibilities towards the children in her care. She knows how she must act if she has concerns about a child. She makes sure that all the required paperwork, to support children's safety and wellbeing, is in place and is kept up-to-date.

The childminder delivers the learning and development requirements of the Early Years Foundation Stage well. She monitors children's achievements closely, for instance by observing and planning activities that make sure that all children are making good progress. This keeps children interested and motivated and moves them on in their learning effectively.

The childminder ensures parents are fully informed about their child's progress and achievements and have opportunities to share information from home. For instance, she involves parents in reviews of their child's progress and provides verbal feedback each day. Parents have access to a range of useful policies and procedures so that they understand the childminder's role and responsibilities.

The childminder is aware of the need to build effective links with other providers and professionals where appropriate, to ensure that children benefit from a consistent approach.

The childminder is committed to developing and improving the provision. She makes good use of local courses, links with other childminders and the support of the local authority to evaluate the setting and develop her skills and practice. She welcomes feedback from parents and is responsive to their suggestions. The childminder is keen to continue to develop her knowledge and skills through further study such as professional childcare training.

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 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 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

Unique reference number	137674
Local authority	Brent
Inspection number	813911
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	03/11/2011
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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