

Inspection date	31/01/2013
Previous inspection date	29/01/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		1
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder understands how children learn and develop. She supports the children to make good progress through child initiated and some adult led activities. The accessible resources meet individual children's interests and ensure that they are well motivated to play and learn.
- The childminder is highly skilled and sensitive in helping children to form secure emotional attachments. They are happy and confident in her care and enjoy their time with her.
- The childminder establishes firm partnerships with parents where information is effectively shared about children's care, learning and development. This helps to ensure that children's needs are identified well and that they receive consistent care.
- The childminder has a strong capacity to improve and is constantly reflecting on her practice to promote children's learning.

It is not yet good because

- During planned group activities not all children are always sufficiently challenged in their learning and development.
- It is not clear how self-evaluation systems incorporate feedback from parents and how their feedback is used to plan for future improvement of the provision.

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 observed children's activities in the main playroom.
- The inspector held discussions with the childminder at different times throughout the inspection.
- The inspector looked at various documents, including policies and procedures, observations and assessments and children's records.
- The inspector looked around the childminder's house and outdoor play area.

Inspector

Karen Molloy

Full Report

Information about the setting

The childminder registered in 1984 and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives with her husband, who is also a registered childminder and one grown up child in Kensal Rise, North West London. There is also another registered childminder and a childminding assistant who work at the same address. A maximum of three childminders work together at any one time. Three ground floor rooms of the house are used for childminding and there are two first floor bedrooms for children requiring undisturbed rest. Children have access to the fully enclosed garden for outdoor play. The family has a cat. The childminder provides care every day from 8am to 6pm all year round. There are currently 15 children on roll, all of whom are in the early years age range. The childminder is accredited to receive funding for the provision of free early education for two- three-and four-year-old children, although currently there are no children attending who are in receipt of this funding.

What the setting needs to do to improve further

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

- give further consideration to how all children are challenged during group activities
- develop further self-evaluation systems to include feedback from parents and show how their feedback is used to plan for future improvement.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements and as a result, children are making good progress towards the early learning goals. Activities are age appropriate to meet the individual developmental needs of each child. The learning environment is welcoming and engaging and encourages children to explore and play. Children move freely around the room helping themselves to resources that interest them. They enjoy learning through play and an adult initiated activity of painting brings them together as a group. Young children freely paint and explore the colours. They demonstrate they are interested and are developing good concentration. They show a pride in their achievements as they take time to cover the whole piece of paper in a variety of colour. However, full consideration is not always given to ensure that planned group activities for children at various stages of development offer challenge to all the children, in order to extend their learning. The childminder strives to meet individual needs

and is led by her knowledge of the children and their interests, for example, from observation that a child loved 'Thomas the Tank engine', she purchased a large wooden train set, to further support children's learning and development.

The childminder monitors children's learning and development well. For example, children's individual learning journeys contain examples of their work, observations and photographs which show a range of activities that they have enjoyed and the progress they have made. Information is gathered through an 'At the moment, I can?...' format, completed and discussed with the parents. This gives the childminder some information about the children's starting points in relation to their learning, such as what they can say and what they like to do. The childminder knows the children well and she also uses this knowledge effectively to further support them in their development. Observations are linked to the seven areas of learning and she uses these to assess where children are in their learning and to plan for their next steps.

The childminder has also introduced the two-year-old progress check and these are shared with parents and health professionals, through the red health book system. Consequently, everyone is working in partnership to meet the needs of the child. Parents are kept well informed about their child's progress and are encouraged to support and share information about their child's learning and development at home. They are invited to comment on their child's progress and the termly reports, thereby valuing the importance of parents' input.

Children's communication and language skills are developing well as the childminder engages them in conversations. She talks to them, ask questions to develop their thinking and listens to their comments with enthusiasm. In turn, children approach her with confidence. The childminder has completed the 'Every Child A Talker' training and has used this to positive effect. As the setting has a number of children who have English as an additional language, key words are gathered in their first language to help them as they settle in. The childminder has been very helpful to families of children who needed support with communication, with a successful outcome. Reading and a wealth of books helps to foster a love of books and to develop children's communication further. As children sit together for lunch, they recall previous occasions when they had lunch in the garden and the childminders join in, chatting to them about this happy recollection.

Children's imagination is fostered as they engage in role play, taking muslin to wrap up their 'baby' and make sure they are comfortable. This also shows how they are developing a caring attitude towards others. As children play alongside each other at the train track, they are asked what they are making and respond excitedly 'I'm making a choo choo train!' Children begin to work together to collect extra pieces of track and fit them together. The childminder and her co-minders provide opportunities for children to become more independent and make their own choices. They make sure they are down at the children's level and as a result of their positive practice children's development is well supported. This provides a solid base for future progress as they move onto nursery or school.

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

The childminder and her co-minders provide an exceptionally warm and welcoming environment where children's well-being is of high priority. The home from home setting provides an excellent and smooth transition from home to their first childcare experience. Young children are very happy and settled in the childminder's care and their emotional well-being is met extremely well. There are many innovative and interesting practices to ensure children thrive physical and emotionally. Information about the children's development is gathered when they first begin, through a 'That's me' system and details information about their personal care needs such as their routine, food and sleep needs, to enable the childminder to be well informed, in order to meet their needs.

The childminder and co-minders are highly skilled and sensitive in helping children form secure emotional attachments, which provides a firm base for their developing independence and exploration. The childminder is a good role model and her warmth and kindness helps children develop a strong sense of security and belonging. She is kind and caring in her manner and demonstrates a genuine interest and enthusiasm in her approach to the children. Their well-being is highly effectively promoted as the childminder takes time to talk and listen to what children have to say and this helps children to feel valued. Young babies and children are cared for sensitively and according to their individual needs, for example, their individual sleep patterns are adhered to and the childminder is quick to respond to them as they wake. She holds them close when feeding, helping to secure emotional attachments.

Children's safety is paramount and the childminder supports children's understanding of how to keep themselves safe and healthy. They take part in fire drills and learn sensible safety rules such as walking indoors and not throwing toys. When they go out for walks or using their scooters, they wear fluorescent jackets and learn about stranger danger and road safety.

Children's understanding of a healthy lifestyle is promoted exceptionally well and the childminder has developed some excellent practices. The childminder and her husband have an allotment where they plant and harvest many vegetables. Children are very involved in this exciting process as they visit the allotment and help to dig and tend the vegetables. They benefit from the experience of real home grown and home cooked food at the childminder's home, thereby teaching them the whole food process. As an extension of this, 'Healthy Eleanor' is a mascot which represents and promotes a healthy lifestyle. Weekly sessions with 'Eleanor' involve role play and reading, to discuss and explore topics, such as oral hygiene and healthy eating. A selection of the food grown is put out on the table and children choose with the childminder what they would like her to cook. They also take a 'healthy eating bag' home with different vegetables to try at home. 'Healthy Eleanor' also goes home to spend the weekend with the families, with photographs taken of any sporty activities, brushing teeth or cooking, to share with the group. This is a rich and stimulating learning experience which also provides a positive link between home and the childminder. Children also have opportunities to help prepare the food and the menu provides children with a range of healthy and interesting meals and snacks. Individual dietary needs are acknowledged and children really enjoy their food.

The childminder further promotes a healthy lifestyle and children have good opportunities to play outside, with resources such as the climbing frame that provide fun and challenge. Excellent new outdoor storage enables the children to have a walk-in area, where they can see all the available resources and be supported to make their own choices. They use the garden most days, weather permitting and also go out for walks to nearby parks. As well as benefiting from regular fresh air and exercise, their physical skills are encouraged and they begin to develop an awareness of the local community. Indoors, the dining room doubles as a soft play area for babies or a quiet reading area. Large cushions, soft play and appropriate toys encourage babies' mobility and acquisition of new skills. A healthy growing policy underpins the excellent practice.

Children behave well as they are busy and absorbed in their area of play. Any disruptive behaviour is dealt with calmly by the adults, getting down at the child's level and taking them aside to talk to them and explain why the behaviour is unacceptable. Children are encouraged to apologise and be kind to each other. The childminder and co-minders are excellent role models. They are calm and caring in their manner and deal with the children very positively. Good manners are encouraged and children are given opportunities to become independent, such as, helping to tidy up, which all helps them for future learning. Children are given much praise and encouragement, which promotes their confidence and self-esteem.

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

The childminder has a secure knowledge of the safeguarding and welfare requirements and children's safety is promoted well. She prioritises children's safety and well-being and is focused on meeting children's needs throughout the day. Safeguarding procedures are robust, helping to ensure that children are protected from harm and neglect. For example, the childminder ensures she keeps up-to-date with current safeguarding guidelines through training and has completed a course since the last inspection. The childminder maintains a safe environment, she carries out daily checks and regular risk assessments to ensure potential hazards are identified and minimised. Visitors are asked to sign in and children are well supervised. All required documentation is in place and organised well to support the smooth running of the setting and to ensure children's well-being.

The childminder has a positive and proactive attitude to on-going improvement and development. She is an experienced childminder and continues to develop her knowledge and keep up to date with current practice. She has attended training courses covering various aspects of children's learning and development including, healthy eating, outdoor play, physical development, safeguarding and children's communication. The childminder has responded to the recommendations made at the last inspection, for example, she has developed opportunities for mark making, by providing a large magnetic blackboard. The childminder is one of three childminders and one assistant who operate as part of Home from Home LTD and knows that she is only permitted to have a maximum of three adults caring for the children, at any one time. On the day of the inspection four adults were

present caring for the children. This means that the childminder has failed to comply with the terms of her registration. This failure does not impact on the quality of care and learning children receive. All the adults work very well together and meet regularly to discuss and meet the children's needs. She is aware of her strengths and has implemented a self-evaluation system to help sustain continuous improvement. For example, she is keen to develop an online parents' forum and continue to keep up to date about children's learning and development. However, it is not evident how self-evaluation systems currently use parents' feedback to plan for future improvement. The childminder is also keen to support others and share good practice.

The childminder has developed firm partnerships with parents to ensure children's individual needs are identified and met. Communication is effectively shared with parents through a variety of ways such as use of a website, informative newsletters, emails, presentations; parents 'get-togethers' and social events. Feedback from parents, particularly on the healthy lifestyle aspect of the setting is positive and they comment that 'the values and attitude placed on healthy upbringing are second to none' and one states they always find it helpful to talk to the setting about their child's health issues'. They also praise the homely atmosphere, supportive adults and activities. These strong partnerships with parents help to support children's individual needs well. The childminder has experience of working with others involved in children's care and demonstrates an understanding of the importance of partnership working and of sharing information to ensure children are fully supported.

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	137638
Local authority	Brent
Inspection number	900870
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	9
Number of children on roll	15
Name of provider	
Date of previous inspection	29/01/2009
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

