

Inspection date	15/10/2013
Previous inspection date	27/04/2010

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

- The childminder is kind and affectionate towards children, which helps young children feel safe in her care.
- The childminder has a good relationship with parents and keeps them well informed.
- The childminder provides a welcoming and inclusive environment for children. As a result, children are motivated to learn.
- Children enjoy play activities that the childminder plans to meet their individual needs.

It is not yet outstanding because

- The childminder does not allow children the maximum time and space to drive their own learning.
- Sensory play activities for young children are not extensive to extend their learning.

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 carried out observations of the children during the inspection.
- The inspector had a tour of the premises.
- The inspector sampled children's progress records and other documentation.
- The inspector sampled parent's feedback.
- The inspector had a discussion with the childminder about her self-evaluation process.

Inspector

Carolina Montesinos

Full Report

Information about the setting

The childminder registered in 2000. She lives with her daughter aged thirteen years in Wembley in the London borough of Brent. The childminder uses the front room and a children's play room in her second floor flat for childminding purposes. The childminder does not have access to a garden for outdoor play but she takes children out daily to local parks. The childminder is currently minding one child in the early years age group. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend daily opportunities for children's sensory exploration

- ensure children have the time and space they need to discover independently and drive their own learning.

Inspection judgements

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

Children benefit from the caring and affectionate interactions with the childminder. The childminder has a good understanding of how children learn and develop and provides a varied and exciting range of activities that children enjoy. As a result, children make good progress in all areas of their learning and development. They acquire a good range of skills that will prepare them for the next stages of their learning and for school. For example, the childminder provides running commentary as children play, helping young children to learn new vocabulary and giving the name to objects they explore.

The childminder is skilful in supporting children's language development, especially those who speak English as an additional language. As a result, young children grow in their understanding of language and extend their English vocabulary. The childminder has a variety of resources demonstrating inclusive practice and makes an emphasis on understanding the families she works with. She asks parents to write down sentences in the children's home languages that she learns and uses to help children settle and communicate with her.

The childminder's practice is good. However, sometimes she over-emphasises talking to the children and engaging them in activities. This means she misses some opportunities to step back and allow children to take risks in discovering new things and, possibly, taking a different direction in their learning.

Children have access to an ample range of resources and the childminder supports young children effectively as they explore and use their imagination to learn. She helps children develop their interests and newly acquired skills. An example of this is when children who are interested in babies pick up dolls from the role-play area and bring them to the childminder. As the childminder models how to play feed a baby, talking through what she is doing, young children observe and imitate what the childminder does and repeats excitedly the new words they learn.

The activities the childminder plans and provides include a wide range of learning opportunities across the seven areas of learning, including outdoor play. Children attend music sessions, visit the library and go to the local supermarket as part of their activities. However, sensory and messy play activities are limited or not always available for young children. These slightly limit children's expression of their own ideas.

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

Children are forming close bonds with the childminder and show that they feel safe, confident and secure in her care. They smile and hold their arms out to her for comfort. Children are positively engaged in their play, smiling as they dance and making music with different tools while the childminder sings a song. They have great fun looking at books, lifting flaps and feeling the textures of pictures.

The childminder makes careful, daily checks of the home to help ensure children can play safely and she takes precautions, such as setting up safety gates by the kitchen door. She is vigilant about supervising children at all times. She has robust risk assessment procedures and policies for outings to support children's safety away from the home.

The childminder promotes children's health and well-being effectively. A healthy lifestyle is developed as children enjoy regular outings in the local area. They visit the park where they benefit from space to extend their physical skills. Furthermore, the childminder has a healthy snack policy and works in partnership with parents to implement this. Children often visit the local supermarket to buy fruit for their snacks, which the childminder uses as a learning opportunity for them. The childminder works closely with parents in establishing strategies for behaviour management. This communication helps children learn about good behaviour in a consistent manner, both at home and with the childminder.

All children are welcome in the setting and the childminder promotes equal opportunities well. The childminder encourages children to respect each others' differences and to gain an understanding of different religious and cultural backgrounds. The childminder has

recently completed training in order to better support families in the community.

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

The childminder supervises children closely, according to their age and stage of development. She has a good understanding of her responsibility to provide a safe environment for children and to safeguard their welfare. The childminder has a secure knowledge of what to do if she has concerns about a child. She keeps all the required paperwork up-to-date to promote children's health, safety and well-being. The childminder has a clear understanding of the learning and development requirements. She knows the children well and observes, records and monitors children's progress effectively. These records reflect the childminder's good understanding of where children are in their development and how to support their progress.

The childminder knows about the required progress check for two-year-old children. She uses her knowledge and understanding of how children learn to record children's stages of development when the checks are required. The childminder develops good partnerships with children and their parents. The daily feedback and sharing of photographs with the parents enables them to feel included in their child's day. This results in children feeling happy and enjoying their time with the childminder.

The childminder is passionate about her work and has a strong drive to continue to improve her practice. She has an up-to-date self-evaluation plan with identified areas of her practice that need improvement, as well as areas for development on her provision. The childminder is making good progress in implementing these changes and receives support with this from local authority early years professionals. This has a positive impact on children's progress and their motivation to learn.

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
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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	137663
Local authority	Brent
Inspection number	813910
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	27/04/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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