

**Inspection date**

08/11/2013

Previous inspection date

Not Applicable

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

Not Applicable

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 are happy in the childminder's home and are building close relationships with her and her family. The childminder is enthusiastic and dedicated to her role.
- Children enjoy a range of interesting and challenging activities that support their learning across all areas. The childminder seeks information about their starting points and observes their progress, which helps her plan for their individual needs.
- The childminder makes parents feel very welcome and effectively shares information with them to help support children's welfare and learning well. Good links are in place to work in partnership with other professionals who deliver the Early Years Foundation Stage in order to compliment children's care and learning.
- Children benefit from delicious healthy and nutritious food that meets their individual dietary needs.

**It is not yet outstanding because**

- Resources do not currently reflect the background of children in the childminder's care.

## 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 the childminder caring for children, primarily in the living room area of her home.
- The inspector had discussions with the childminder throughout the inspection.
- The views of the parents were sought through available documentation and discussion those present on the day of inspection.
- The inspector viewed samples of the available documentation, such as the safeguarding policy and children's records.

## Inspector

Helen Steven

## Full report

### Information about the setting

The childminder registered in April 2013. She lives with her husband who works as her assistant, and two early years aged children in Kensal Green in the London Borough of Brent. The home is arranged over two floors and accessed via a small step to the front door. The living room is the main area of the home used for minding, with one bedroom used for children to rest. There is a secure garden available for outdoor play. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder currently has three part-time children on roll within 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:

- provide books and resources that reflect all the children's communities to support them to develop a positive sense of their own identity and culture.

## Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of how to promote children's learning. As a result, children engage in purposeful play in a welcoming and caring environment. The childminder identifies children's starting points through discussion with parents. She has also made links with children's other carers to provide consistency in care and learning. As children are new at the setting, the childminder focuses on settling them to ensure she meets their personal, emotional and social needs. She observes them as they play, and uses this information to identify the next steps in their learning. The childminder has high expectations of all children and is committed to help them reach their full potential. She has systems in place to monitor children's progress to ensure they make good progress across all the areas of learning. As a result, she is able to help them develop the necessary skills to help them prepare for their next stage in learning. For example, by providing space, resources, and encouragement in order to help babies learn to walk. The childminder is aware that a summary of children's progress is required when they are two-years old.

The childminder provides a good range of play-based experiences for children, that she tailors to meet their individual interests. Children confidently choose from the varied selection of age appropriate toys on offer. They take objects from shelves and enjoy taking items out of the containers. The childminder sustains their interest during the morning by introducing singing activities and looks at ways to extend children's vocabulary

and introduce them to basic mathematics. For example, they stand and sing 'one, two, cha cha cha' and stamp their feet rhythmically and sing about monkeys jumping on beds. The childminder commentates throughout the day and responds to children's communications. She sings songs and rhymes spontaneously based on her observations in the environment, such as 'rain, rain go away'. Children sit closely to the childminder as she reads stories and talks with them about the pictures in the books. They also access their favourite stories and look at these independently. Visits to the local library enable children to hear stories in a group and choose from an enormous range of books. Children exploring the environment pull out soft toys from displayed pockets labelled with letters. The childminder talks about the items they have discovered and is gently introducing very young children to letter sounds. She encourages them to explore sensory experiences through activities such as corn flour play, which also strengthens their fingers and encourages early writing skills as they can make marks and patterns in the gloop.

The childminder provides opportunities for children to enjoy expressing themselves through music, where they shake maracas exploring the sounds. Children press buttons on pop up and electronic toys, and enjoy the effects this causes and respond to the noises made. The childminder takes children to local drop in groups where they meet people from different backgrounds. The childminder does not extend her toys to provide resources that reflect the backgrounds of all the children and the wider community. Children gain knowledge of the local environment as they visit local parks. Children who attend after school receive support with their homework and enjoy activities such as baking cupcakes and making a 'teddy bear ring'.

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

The childminder greets children warmly as they arrive, which makes children feel welcome and happy to be coming to the childminder's home. They are still in the process of settling in and receive positive support from the childminder. She makes parents feel comfortable in her home and they spend time chatting whilst their children play. Minded children interact with the childminder's own children. They happily play together chasing each other and playing alongside each other. The childminder organises activities that encourage children to play together, for example, rolling balls to each other. Children develop good manners, as the childminder is positive role model. The childminder pre-empted unwanted behaviour by keeping children purposefully engaged in play and offers praise and encouragement. Children are able to make choices about their play, as a varied selection of resources is available at low level, thus encouraging them to become independent. As a result, the atmosphere in the setting is happy and relaxed.

The childminder positively supports young children to be safe. She reminds them about being careful as they play and explore the new environment. She has an emergency evacuation plan and when settled, she aims to introduce children to learn how to keep themselves safe in an emergency by practicing fire drills regularly. Children are developing healthy lifestyles as they benefit from fresh air and exercise on a daily basis. The childminder takes them on outings to local activities, parks and playgrounds. They crawl around the living room, negotiating space as they move freely. The childminder gives lots

of praise and encouragement as young children practice their new walking skills and are pleased with their efforts. The childminder supports children to wash their hands before eating to develop good hygiene practices. She is clear about the children's dietary requirements and their likes and dislikes. She cooks fresh nutritious meals each day which children observe her preparing such as cheesy pasta chicken and vegetables.

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

The childminder has a positive attitude to continuous improvement and is keen to develop her practices. She monitors the educational programme by reflecting on what she is doing well and how she can improve outcomes for children. She receives support from the local authority development workers, which helps her to make changes. The childminder has a secure knowledge of the signs and symptoms of possible safeguarding concerns and is aware of where to seek guidance in order to support children's welfare. The childminder holds a valid first aid certificate, which enables her to deal appropriately with any accidents. The childminder has a secure understanding of the welfare requirements of the Early Years Foundation Stage. She organises the learning environment safely and effectively to afford children space and access to a wide range of good quality toys and resources. All required documentation is in place to promote children's good health and welfare. Partnership with parents is very strong. Parents feel very welcome at the setting. The childminder is forging good relationships with them in order to provide consistency for their children. Parents share lots of information with the childminder about their children and in turn, the childminder gives parents many ideas of activities and local facilities that will support children's learning. Parents are very happy with the service the childminder provides. They report that as soon as they ring the childminder's doorbell their child's face 'lights up'. They feel she is 'professional while being loving' and she 'goes beyond the call of duty'.

The childminder forges positive links with other providers who deliver the Early Years Foundation Stage to the children in her care. She meets with them and shares information to enable her to compliment the learning children receive at these settings. She provides opportunities for children to complete activities set as homework from school to support their learning. Furthermore, she ensures that she passes on messages between the school and parents.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY455757
<b>Local authority</b>	Brent
<b>Inspection number</b>	917250
<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>	10
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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, 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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