

Inspection date	19/11/2013
Previous inspection date	11/05/2009

The quality and standards of the early years provision	This inspection:	2
	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		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 develops warm relationships with children; this means that children feel safe and happy in her care.
- The childminder knows the individual children well, and uses this information to effectively support their learning and development. As a result, all children make good progress.
- The childminder has a strong focus on professional development. She is highly motivated to update and improve her already good practice. She uses what she learns to improve outcomes for children.

It is not yet outstanding because

- The childminder misses opportunities to leave longer pauses when speaking to children, to give them time to respond and further develop their communication skills.

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 and children interacting in the house and garden.
- The inspector held discussions with the childminder.
- The inspector reviewed a range of paperwork including children's learning records and the safeguarding policy.
- The inspector spoke to parents and children.

Inspector

Naomi Hillman

Full report

Information about the setting

The childminder registered in 1983. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child in a house located in Harlesden in the London Borough of Brent. The children have access to the ground floor of the premises and the garden for outdoor play. The childminder walks to local schools to take and collect children and regularly attends a number of local playgroups. The childminder is part of Brent childminding network. She is currently minding four children, two of whom are in the early years age range. The childminder operates Monday to Friday 8am until 6pm, all year round, apart from family holidays.

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 communication skills, for example, by leaving longer pauses in conversation to allow all children time to think and answer questions.

Inspection judgements

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

The children are settled and happy in the childminder's care. As they arrive in the morning, they move confidently around her house and are keen to begin playing. The childminder has arranged her house and garden to provide a wide range of interesting and challenging experiences that meet the needs of all children.

The childminder takes the children out every day. They go to parks and attend a variety of playgroups at local children's centres. At these playgroups the children take part in sessions led by early years advisory teachers. The childminder explains how these sessions support children's social skills by providing opportunities for them to play and share with a range of different children and adults in different environments.

The childminder has a secure knowledge and understanding of how to promote the learning and development of young children. She knows the children well and is able to talk confidently about their stages of development, individual interests and how she is supporting their next stages of development. The childminder completes regular observations of children and uses these to plan activities and provide resources that are suitably challenging. The childminder also carries out progress checks on two-year-olds and shares these with parents. In addition, the childminder has systems in place to track children's development and is able to demonstrate that all children are progressing well towards the early learning goals over time.

The quality of the childminder's teaching is consistently good and at times outstanding. Therefore, the children are developing the skills they need for their next stage or school. The childminder spends her time playing with the children. She understands that children learn through playing and the importance of following children's interests. While playing with the children the childminder uses questions to extend children's thinking. However, on occasions the childminder does not always leave enough time for the children to think about and answer the questions before moving on. Nevertheless, the childminder supports children's communication development well overall, by providing a commentary for younger children as they play. For example, as they build with bricks, she asks 'are you building a tower?' and comments 'you're knocking it down; oh no it's going to fall'. As a result of effective teaching, all children are keen learners and are working comfortably within the typical range of development expected for their age.

The childminder has put in place effective systems to work in partnership with parents. Parents contribute to their children's assessments and are kept well informed of their child's progress, through daily conversations, daily diaries and learning journeys. The childminder shares good practice with parents. For example, she provides information on the Early years Foundation Stage and a range of resources and displays information about child development and health. This effective partnership working means that children's individual needs are met and their learning is linked well between home and the childminder.

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

The childminder develops warm relationships with the children. She spends time getting to know them as individuals and has a good understanding of how to promote children's emotional well-being. Consequently children form secure attachments with her and this supports their developing independence and ability to explore the world around them in readiness for future learning.

The childminder provides a positive role model. She speaks with kindness and respect to the children in her care. She helps them to be gentle with one another, and understand each other's needs. Therefore, the children are learning to respect and tolerate each other's differences and develop good relationships. For example, toddlers are encouraged to be tolerant of babies' behaviour. In turn, the childminder ensures that toddlers have the time and space to play with more challenging toys without interruptions from the babies. This means she also promotes children's individual needs well.

The childminder uses opportunities during daily routines to help children learn how to keep themselves safe. For instance, she talks to them about road safety during outings and raises their awareness of safety around strangers. This helps children to develop a good understanding of personal safety. The childminder effectively supports children to develop an understanding of the importance of a healthy diet and exercise. She works with parents to promote children's health at home and while in her care. The children are supported to manage their own personal needs relative to their ages, for instance, the

childminder praises and encourages children as they attempt to unzip their coats, for example, by saying, 'Go on keep going, you can do it, you have nearly done it'. These self care skills help to prepare children for when they go onto other settings and school.

The house is a clean and welcoming environment. It is well organised. There are a range of resources that children can help themselves to. These cover the seven areas of learning and development and are rotated by the childminder to ensure they provide experiences and challenges to meet the children's individual needs.

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

The childminder has a good understanding of her responsibility to meet the safeguarding and welfare requirements and the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She has put in place systems to monitor children's progress and uses these to ensure that all children are making good progress. She reviews safeguarding policies and risk assessments to ensure they are effective and promotes children's well-being. The childminder is fully aware of how to safeguard children. She is able to identify potential harm or risks and knows the appropriate action to take to protect and support the children in her care. The childminder carries out daily checks on her house and the equipment to ensure it is safe. She carries out thorough risk assessments for outings and trips and reviews these regularly. Her first aid training is up to date and she has effective systems in place to deal with any accidents. As a result, all children in her care have their welfare promoted and are making good progress.

Self-evaluation is good. The childminder comments 'On reflection there is a lot to learn as each child is unique, so I am learning all the time'. She is able to identify and act on any areas for improvement in her practice. The childminder seeks the views of parents, which she uses to inform her systems for self-evaluation. As a member of the Brent childminding network, her practice is regularly observed and evaluated by the network coordinator. She uses this feedback to identify any areas for improvement and further improve the quality of provision for children.

The childminder has a consistent drive to improve her already good practice through a programme of professional development. This commitment is evidenced by the improvements made in line with the recommendations of the last inspection, such as the development of her observation and evaluation skills. She attends sessions led by early years advisory teachers at her local children centres and enthusiastically implements ideas for new experiences and resources.

The childminder develops strong relationships with parents and works in partnership with them to promote children's learning and development. Parents talk about how the childminder observes and knows their children well. As a result, their children are happy and settled. The childminder works in partnership with a range of other professionals such as physiotherapists to make sure that appropriate interventions are secured and children

receive the support they need.

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	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

Unique reference number	137636
Local authority	Brent
Inspection number	846485
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	11/05/2009
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

