

## **Inspection date**

Previous inspection date

17/01/2014

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**

- The childminder has created a safe child-centred environment and children demonstrate they feel very safe, secure and confident.
- The childminder knows the children very well and plans activities that suit their individual learning needs. Children make good progress.
- The childminder has high expectations of herself. She monitors her childcare practice and children benefit from her knowledge and enthusiasm.

### **It is not yet outstanding because**

- Although the childminder uses some labelling to promote children's understanding of the written word, this is not consistent in all the areas where the children play.

## 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.
- The inspector sampled documentation the childminder uses to support her work.
- The inspector discussed 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 2013. She lives with her husband and school aged child in the London Borough of Harrow. Children have use of a dedicated area of the main lounge room on the ground floor. A bathroom can be accessed on the same floor. Children sleep in the lounge. There is a garden available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age group. The childminder cares for older children also.

### What the setting needs to do to improve further

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

- extend children's language development, for example, by providing written words as labels to describe objects in the play environment.

### Inspection judgements

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

This childminder has a good knowledge of and understanding of the Statutory Framework for the Early Years Foundation Stage. As a result the children are very well cared for. The childminder creates a warm, welcoming and stimulating environment for the children, which adds to their feelings of security. The childminder completes very thorough observations of the children and this helps her to recognise their progress and their ongoing learning needs. As a result, the childminder plans activities that ensure the children are fully engaged in their play and make good progress in their learning and development. For example, the childminder skillfully linked a creative activity to a topic on transport. Children used sponge shapes and car wheels to explore paint. Younger children have fun as they feel the texture of the paint and make handprints.

The children benefit from the caring, calm, consistent and reassuring interaction they share with the childminder. The childminder successfully nurtures the children's skills of communication and language. She talks to them all the time as they play; pointing out the colours of the paints and the shapes they are using to make prints. Children are delighted when they recognise the shapes of a vehicle and the childminder responds with warm praise. Younger children make their needs known by gurgling and babbling and the childminder responds kindly. Children enjoy reading books both alone and with the childminder. The children sit on the childminder's knee and snuggle up as they listen to a favourite story. There is some use of labeling in the home, although children do not always see how words are used to describe items and objects familiar to them. Children gain the skills they will need to move on successfully to their next stage in learning or to

school.

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

The childminder ensures she is always close by the children, which means they feel safe and secure and have the confidence to explore the comfortable, cosy play area. The children are showing a developing confidence in making their choices known to the childminder, who responds with kindness and warmth. Children are developing an awareness of their own safety, and that of others, as they play. For example, they take care to ensure their friends have space to explore. The childminder builds confidence in the children by offering them the opportunity to make their own decisions about their play. The children behave very well as they learn boundaries and expected behaviour. They are busy and very involved in their play. The childminder promotes children's safety in the home and local community at all times. Children are encouraged to develop an awareness of how to manage their own safety when out with the childminder. For example, she shows them how to cross the road safely through discussion and her own good practice.

The childminder has a good understanding of healthy eating and children's health and well-being are given good attention. For example, children are encouraged to make choices at snack time and to wash their hands for themselves. Although parents provide the children's main meals, the childminder ensures the snacks she provides are healthy and nutritious. She uses all activities effectively as learning experiences for the children. For example, at snack time the childminder and children talk about the fruit they are eating and how much they enjoy eating it. The childminder helps the children to pour their own drinks. The childminder uses lots of praise when they complete the task. This promotes the children's confidence in their abilities and supports their growing independence skills effectively. Children go for daily walks or play in the garden, so they benefit from the fresh air and exercise this provides. They regularly use the large play equipment at the local park, which helps to provide additional challenge for children when gaining physical skills. In addition, the childminder plans physical activities in the home. For example children have great fun crawling through a tunnel, laughing as they see the childminder waiting for them at the end.

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

Even though the childminder has only been childminding for a short time, she is very confident and enthusiastic in her role. She has worked very hard to establish a well-organised, safe, child-orientated environment for the children. She makes very effective use of self-evaluation and has identified areas where she intends to implement improvements. For example, she has introduced real life objects to enhance the children's favourite story. In addition, the childminder has booked training courses related to her work. This helps her to develop her knowledge so that she can continue to provide high standards of care and learning for the children. This demonstrates the childminder has a

positive approach to continuing her professional development and a strong capacity to sustain and drive improvements.

The childminder understands her responsibilities relating to safeguarding children. She is aware of the procedures to follow if any concerns arise. She uses risk assessments effectively in the home and garden to minimise any hazards to the children. The childminder is vigilant in her supervision of the children. She has organised the space in her home to allow the children to move safely and with confidence. The arrangement of the toys and resources allows the children to make independent choices about their play and activities.

The childminder demonstrates a secure understanding of completing the required progress checks for two-year-old children. She effectively observes and assesses the children's progress and she uses this information successfully to plan activities. The childminder is developing a good partnership with parents. She maintains a very effective two-way flow of information between herself and the parents. This results in parents being able to contribute to their child's learning while in the childminder's care and at home. The childminder has very good partnerships with staff in other early years provision that children attend. This means information is shared and care is consistent. In addition, the childminder is aware of how to contact other professionals who can offer guidance and support, if she has concerns about children's development and progress. Children are making good progress and are happy and secure in the care of this dedicated, kind childminder.

### **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>	EY454454
<b>Local authority</b>	Harrow
<b>Inspection number</b>	924256
<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>	6
<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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