

Inspection date	28/05/2014
Previous inspection date	28/02/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The childminder has not informed Ofsted of all adults working on the premises in order for them to carry out the relevant suitability checks. Children have been left unsupervised with an unvetted adult, which compromises their welfare.
- The childminder does not maintain the required adult to child ratios and cares for too many children than she is allowed. This affects children's well-being.
- The childminder is not able to fully identify potential hazards to children on outings because she does not consider the adult to child ratios that are needed to keep children safe.
- Children have insufficient opportunities to play with toys or see visual aids that represent positive images of diversity, including linguistic diversity.

It has the following strengths

- The childminder and her family's welcoming approach and friendliness help children to feel at develop a sense of belonging.
- The childminder provides children with regular opportunities to explore and discover through play so that they become curious and want find out things for themselves.

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 inspection had discussions with the childminder.
- The inspector observed the childminder's interaction with the children.
- The inspector sampled some documentation, which included the children's registration forms, register of attendance, training certificates and policies.

Inspector

Jennifer Liverpool

Full report

Information about the setting

The childminder was registered in 1990. This childminder lives with her husband and two adult children in Neasden, within the London borough of Brent. The living room, kitchen and an outdoor play house are used for childminding. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children in the early years age range on roll, some of whom attend part time. She also offers care to children aged over five to 11 years. The childminder occasionally works with her daughter who is an assistant. The childminder walks/drives to local schools to take and collect children. She attends the local children's centre, toddler groups, library and local parks.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the correct adult to child ratios are maintained at all times, as defined in the Early Years Foundation Stage, including when working with an assistant, and include any other children who the childminder or assistant is responsible for in the ratios
- provide information to Ofsted regarding all people living or working on the premises in order that Ofsted can carry out suitability checks
- ensure people whose suitability has not been checked do not have unsupervised access to children
- improve the risk assessment for outings by taking account of the adult to child ratios when taking children out in a vehicle, to promote children's safety

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

- develop the range of books to reflect positive images of gender and disability
- provide more opportunities for children to see a range of languages other than English in books and visual aids in order to widen their understanding of linguistic diversity.

Inspection judgements

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

The childminder carries out regular observations of the children at play and during activities. This means that she can recognise children's current stage of development and their interests, and use her knowledge of this to help plan appropriate activities for the children. The childminder now uses information from her observation notes to help identify the next steps in children's development in order to move them on in their learning. The childminder demonstrates that she has an understanding of the different developmental stages of the children she looks after. The childminder provides a suitable range of resources that are developmentally and age appropriate and appeal to children of various ages with different abilities. For example, she puts out activities, such as, puzzles and construction sets that range from simple to more complex pieces. This encourages children to have a go at more challenging tasks and to take some control in their learning.

The childminder stores toys in crates around the room, as well as on low level shelves, which enable children to have easy and safe access to toys. Additionally, children are beginning to make choices about their play. Children's communication and language skills are developing as the childminder provides activities that help to support children's listening skills and introduces new words to increase children's vocabulary. These activities promote children's readiness for school. Children show interests in books and they demonstrate good book handling skills. The childminder reads stories to children on a daily basis and children enjoy listening to stories independently and together with their friends. The childminder acknowledges that some of the children in her care are bilingual or have parents who speak languages other than English. However, children have insufficient opportunities to see books written in their own or languages other than English, to develop their understanding of diverse languages spoken within their community.

The childminder encourages children to learn about other cultures and traditions as they celebrate a range of festivals, including Diwali and Chinese New Year. Children have recently made cards for Easter. This helps children to learn about their own culture as well others. Children also play with multi-racial dolls and see positive images of race and culture in books and posters. However, children have few opportunities to see positive images of disability and gender to broaden their understanding of diversity. The childminder offers children activity sets and battery operated toys to play with. Children are beginning to show interests in how things work as they repeatedly press buttons on toys and observe what happens next. The childminder has fixed tube pipes on the garden wall, which the children use to place toy cars or balls on and observe how they move down the pipes. The childminder also sets up water play in different ways, such as, adding tubes to the water to help children investigate how fast water flows when facing the tube downwards. The childminder also introduces mathematical language as she encourages children to talk about how fast or slow water flows through the tubes. This supports children's mathematical development and their use of language, helping them to prepare for school.

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

Children have positive relationships with the childminder, which helps to support their emotional well-being. Because of this, children are able to settle easily and are content in the childminder's care. In addition to this, the childminder's family provide a welcoming environment for the children, which helps them to feel a sense of belonging as they receive warm greetings. The childminder works with parents to gain sufficient information about children's routines to support consistency of care and provide suitable activities that are familiar to children and meets with their needs. However, the weaknesses identified in the safety, supervision and welfare of the children means that the well-being of the children cannot be sufficiently assured.

Children benefit from the praise and encouragement they receive from the childminder. This helps to promote their self-esteem. The childminder manages children's behaviour appropriately. For example, she distracts young children's attention by offering them a toy or anticipates when she feels that a young child is becoming frustrated and provides support. The childminder also uses simple explanation to help older children understand the consequences of their actions and she helps them learn to resolve issues with support where necessary. Children have opportunities to socialise with other children and develop relationships with others because the childminder regularly takes children to local toddler groups. The childminder also gives children the necessary support to develop positive relationships by encouraging them to share toys and to learn to take turns during activities and games.

The childminder takes appropriate steps to help children develop an understanding of healthy lifestyles. She makes sure that young children's hands are clean before eating meals. The childminder reminds older children to wash their hands before meals and after attending to personal hygiene routines. This helps children to understand that hand washing routines help to reduce the risk of the spread of infection. Children enjoy healthy snacks, consisting of fresh fruits, on a daily basis. The childminder uses appropriate storage facilities for the food provided by parents to prevent children's home cooked meals from spoiling. Children have regular opportunities to visit the local parks and toddler groups where they use a range of physical play equipment that helps to develop their physical skills.

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

The inspection was carried out following concerns raised to Ofsted about the childminder. The concerns relate to adult to child ratios, child supervision and risk assessment for outings. This inspection found that the childminder occasionally works with an assistant known to Ofsted. However, she is regularly working with a member of her family who is not listed as an assistant and is therefore not approved by Ofsted for this role. During the inspection the childminder was not able to produce any evidence of an application and therefore she has failed to notify Ofsted of changes to people working on the premises. It is a requirement to do so. On this occasion Ofsted do not intend to take further action. As

a result, Ofsted have been unable to carry out the necessary checks to ensure the assistant is suitable to be working with children. The childminder is exceeding the maximum numbers of children in the early years age group that she is allowed to care for at any one time. In addition, the childminder has not fully understood the requirements for adult to child ratios. This is because the childminder is working with a member of the family who has two children aged under two. The childminder does not take into account other children in the early years age group who are regularly on the premises when deciding on the numbers of children she can care for. The childminder admits to allowing a member of the family to regularly collect children from school. This means she is allowing people whose suitability has not been checked to have unsupervised access to children. Overall, this has an impact on the quality of care provided for the children. These are breaches of the welfare requirements and mean the associated requirements of the Childcare Register are not met.

The childminder uses a checklist prior to taking children on outings. This includes assessing the condition of the car seats, keeping parents contact details for in the event of an emergency and taking some essential items for children's health. The childminder also explains how she supports children to develop an awareness of road safety. However, the childminder does not give consideration to adult to child ratios when assessing the risks for taking children out on trips or using the car. Therefore she does not identify all risks or show that all measures are taken to keep children safe and secure on outings. This means that the childminder does not do all that she can to reduce possible hazards to children on outings. Consequently, this aspect of the welfare requirement is not sufficiently met.

The childminder shows a suitable understanding of the child protection issues and procedures. She demonstrates that she knows what to do if she has concerns about the children in her care. The childminder holds a valid first aid certificate and this means that children can receive appropriate care in the event that they sustain minor injuries. With the exception of the outing's check list, all other documentation that she is required to keep is in place and appropriately maintained.

The childminder attends training when she can and is able to demonstrate a suitable understanding of learning and development requirements. As a result of this, children are making sound progress in their learning and development. The childminder says that she uses self-evaluation to reflect on and improve her practice. She explains how she seeks the views of parents through questionnaires and she uses their feedback to work towards making improvements for children's care. Parents' written comments indicate that they are happy with the care their children receive and the progress they are making in their development. The childminder has established positive relationships with parents. She completes a daily diary for parents giving information about their child's food intake, sleep times and other care routines, which helps to promote consistency of care for children. The childminder recognises the importance of working in partnership with teachers at the local school where she takes and collects some children. This contributes to the continuity in children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure the childminder is present on the premises at all times when childcare is being provided unless they have prior written approval from Ofsted to be absent for short periods of time while another suitable person cares for the children (compulsory part of the Childcare Register)
- ensure that any person having unsupervised contact with children is suitable to be in regular contact with children and an enhanced Disclosure and Barring Service check has been obtained through Ofsted in respect of that person (compulsory part of the Childcare Register)
- put in place effective systems to ensure that any person caring for children is suitable to work with children, which must include obtaining a Disclosure and Barring Service check through Ofsted (compulsory part of the Childcare Register)
- ensure the childminder is present on the premises at all times when childcare is being provided unless they have prior written approval from Ofsted to be absent for short periods of time while another suitable person cares for the children (voluntary part of the Childcare Register)
- ensure that any person having unsupervised contact with children is suitable to be in regular contact with children and an enhanced Disclosure and Barring Service check has been obtained through Ofsted in respect of that person (voluntary part of the Childcare Register)
- put in place effective systems to ensure that any person caring for children is suitable to work with children, which must include obtaining a Disclosure and Barring Service check through Ofsted (voluntary part of the Childcare Register)

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	137671
Local authority	Brent
Inspection number	976052
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	28/02/2011
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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