

Inspection date	12/11/2014
Previous inspection date	28/05/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 having fun and are challenged because the childminder completes good assessments and provides well-planned activities.
- The childminder uses effective teaching methods, therefore, children's progress well in their communication and language.
- Children are well behaved because the childminder and her assistants are good role-models and are attentive to children's needs.
- The childminder and her assistants are committed to developing their skills and attend regular training. Consequently, outcomes for children are good.

It is not yet outstanding because

- The childminder does not always present resources in a way that encourages children to play with them, particularly in the role-play area.

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 children and staff playing together inside and outside.
- The inspector spoke with the children, staff and childminder when appropriate throughout the day.
- The inspector checked a sample of documents, including policies and procedures and staff qualifications and training.
- The inspector and childminder jointly observed children in the garden.
- The inspector read parents' comments about the childminder's practice.

Inspector

Deborah Found-Bloodworth

Full report

Information about the setting

The childminder 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 five children in the early years age range on roll, some of whom attend on a part-time basis. The childminder also cares for older children. The childminder regularly works with two assistants. 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. The childminder is in receipt of funding for the provision of free early education for children aged two-, three-, and four years old. The childminder cares for children who are learning to speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance children's learning experiences by organising resources in a more appealing way, so that they readily explore all areas.

Inspection judgements

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

The childminder and assistants have a good understanding of learning and development. Consequently, children are having fun and make good progress in their learning. The childminder effectively plans activities because she knows the children well. She closely observes children to learn about what they find most interesting and skilfully incorporates their interests into the prepared activities. For example, the children show they are interested in balls, so the childminder suggests to the children that they roll the balls down piping and into the water. As a result, the children are excited and engaged in their learning. Children are learning about how things work, for example, as they experiment with how the ball rolls down the piping. The children enjoy transferring water into different sizes of bottles. Children show they are engaged and excited about learning, therefore, they are effectively developing good skills that will prepare them for the next stage of learning. However, the childminder does not arrange resources in an inviting way, particularly in the role-play area. Therefore, some children at times are less interested in their play choices.

The childminder and assistants promote communication and language well. The childminder develops effective strategies to encourage children to engage in conversation.

For example, the childminder uses the computer to display a slideshow of pictures showing the children's recent trips into the community and fun activities that they have been doing. The children respond with excitement, talking to adults and peers about what they have done. As a result, children become more confident and skilled communicators.

The children's physical development is important to the childminder. At the childminder's home, children have space to run and balance in the garden every day. Children move around confidently under close supervision of the childminder. She regularly takes the children to local parks where they enjoy the playground equipment. As a result, children develop their physical strength, balance and coordination skills.

The childminder and assistants make good observations of the children. They identify appropriate next steps for learning because they know the children well. Therefore, planning is effective to promote individual learning for all children.

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

Children are happy and comfortable with the childminder, because she understands the importance of getting to know the parents and child well. The childminder settles new children to the provision gradually, according to the needs of the child. Parents are invited to spend time with their child at the childminder's setting prior to leaving them. The childminder updates new parents during the day about their child, which parents find reassuring. As a result, children settle quickly and are ready to learn.

When children are ready to begin school, the childminder effectively introduces activities to prepare them for the change. For example, they make collages of children wearing school uniform and practise dressing up in school uniform. The childminder welcomes teachers from the local school to visit children at the setting. Consequently, children are well prepared for starting school.

Children's behaviour is good. The childminder and assistants are good role-models. They use praise effectively to encourage good behaviour and the children respond well. For example, when young children pass bottles to each other at the water tray, adults respond immediately by commenting on their good sharing. Children play well alongside each other because the adults have ensured that there are plenty of resources for all the children.

The childminder and assistants promote children's health well. For example, they prepare snacks of fresh fruit or vegetables, which the children enjoy as they sit together in the kitchen. Water is always available and during snack time the children use open cups and practise sipping water. As a result, children are learning to drink independently and develop their self-care skills. Children are helped to wash their hands at appropriate times throughout the day. Therefore, they are developing a good understanding of healthy practices.

Children have strong emotional attachments with the childminder and her assistants and readily seek them out when they want a cuddle or a hug. Adults respond warmly and with

care, reassuring children effectively if they are upset. Consequently, children explore the environment with confidence because they are emotionally secure.

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

The childminder and assistants ensure that all children are kept safe through their clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder has developed a checklist for possible risks inside and outside, which she completes daily. The childminder and her assistants have completed the local authority safeguarding course and know what steps to take if they have concerns about a child. The childminder is fully committed to ensuring that a paediatric first aider is always available. Consequently, all adults have or are currently undertaking paediatric first-aid training. The childminder practises the fire drill evacuation procedures with the children every time a new child starts, and then regularly with all the children, at different times of the day. She maintains accurate records of accidents and informs parents, who countersign the accident form. The childminder ensures that she has written parental permission before administering any prescribed medication. Consequently, children feel safe and risks are managed well.

The childminder is knowledgeable and has a good understanding of the learning and development requirements. The childminder accurately compares children's observations to expected stages of development to help her identify if additional support is required. As a result, the childminder is able to work effectively with parents to secure professional input when necessary. The childminder has good partnerships with other professionals. Therefore, outcomes for children improve. For example, when sharing books with children, the childminder follows the guidance from the speech therapist to effectively promote children's language development. The childminder uses a three-way link book which she shares between parents and school to strengthen communication. As a result, the childminder and her assistants work consistently to promote learning.

The childminder reflects on her practice and considers the strengths and weakness of the service that she provides. The childminder and her assistants are committed to developing their skills and attend regular training. The childminder has identified areas of improvement, such as using soft mats in the garden to protect children when they roll on the ground and introducing individual towels for drying hands. Therefore, the childminder considers her practice and makes changes that benefit all children. The childminder has developed good relationships with parents. Parents say that they find the childminder and her assistants welcoming and feel secure in leaving their children with the childminder.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	981727
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	28/05/2014
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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