

<b>Inspection date</b>	20/11/2014
Previous inspection date	09/06/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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### **The quality and standards of the early years provision**

#### **This provision requires improvement**

- The childminder has built secure relationships with children by taking most opportunities to get down to their level and play alongside them.
- The childminder provides children with access to a suitable range of resources, such as books, small-world toys and animals, which sufficiently promotes their early learning and development.
- The children have suitable opportunities to develop their language and communication because the childminder encourages them to sing, rhyme words and share books together.

#### **It is not yet good because**

- Although the childminder conducts daily risk assessments of her premises, she does not fully identifying potential hazards, particular in relation to checking her furniture and equipment.
- The childminder does not always consider children's initial starting points in her planning and some adult-led activities are less challenging.

## 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 playing with the child.
- The inspector had a tour of all of the areas that are used when childminding.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and her self-evaluation processes.

## Inspector

Vicky Wills

## Full report

### Information about the setting

The childminder registered in 1992. She lives with her husband, two adult children and two school-age children in South Harrow, in the London Borough of Harrow. The childminder uses the ground floor of her home for childminding and there is an enclosed garden for outdoor play. The childminder is currently caring for one child in the early years age range and one child in the later years age group after school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has three cats.

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

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

- ensure risk assessment processes are effective, particularly in identifying suitable equipment to help reduce injuries to children

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

- enhance planning to reflect children's starting points on entry and to provide more purposeful learning experiences to challenge them further.

### Inspection judgements

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

The childminder has a suitable knowledge of the children she cares for. For example, she is able to explain most of children's current interests, abilities and level of development and works with parents to discuss next steps in learning. However, the childminder does not record accurate starting points for children when they start to inform her planning. Nonetheless, the childminder adequately records children's observations and completes brief assessments at the end of each term. This includes the progress checks for two-year-old, which she uses sufficiently to identify their strengths in learning and areas for development.

The childminder generally plans suitable activities, trips and some daily experiences to help children's development. Her planning covers most areas of learning; however, she does not always provide suitable activities to engage children fully. Nevertheless, the children enjoy their time in the childminder's care and are confident and happy to use the whole of the downstairs of the childminder's home to explore. The childminder keeps the children reasonably safe and supervises their play. The childminder sets out activities for

children; however, she does not support their learning fully at times, by using challenging and skilful questions to allow children to develop their thinking skills. For example, she provides children with pre-cut paper triangles and says 'look triangles' rather than allowing the children to recall the shapes themselves. Nevertheless, the childminder mostly uses appropriate timings to allow children to respond during other learning opportunities. She does not rush them to answer, by using appropriate facial expressions to encourage them. Therefore, children are developing adequately in their language and communication skills and overall, her teaching is generally sound.

The childminder sufficiently extends children's language development. For example, she engages in conversation with them about a cartoon film character and enhances their interest further by showing pictures of different fish, such as whales and clown fish. The conservation develops and the childminder uses this opportunity to extend children's vocabulary. This then lead onto a song about a slippery fish. The childminder uses actions and has props available for the children to hold while they sing. As a result, the childminder demonstrates a sound understanding on how provide suitable learning experiences that promote children's communication and language skills and personal, social and emotional development. Therefore, children are acquiring adequate skills for their next stage of learning.

The childminder actively encourages parental involvement by sharing information about the children's day and seeking comments on assessments. Overall, there is good, positive feedback from parents, which demonstrates their pleasure in the suitable range of activities that the childminder provides.

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

The childminder has a very close, nurturing and warm relationship with children. They enjoy being around her at every opportunity, for example, at key time in the daily routine, such as when eating or when settling down for a sleep. The childminder spends most of the time on the floor with the children, listening to what they want to do or play with, and allowing them the freedom to make these independent choices. The childminder cares for older children that attend after school and this provides younger children with suitable opportunities to interact and develop their social skills. Additionally, the childminder also makes use of local social gatherings at a children's centre and toddler group to encourage children's interaction with others.

The childminder encourages children to behave in a manner that is acceptable within her home. The children are aware of the boundaries of acceptable and unacceptable behaviour, and the reasons why something is dangerous. The childminder involves children in daily routine tasks, such as getting water from the tap and gathering fruit for their snack. This helps to build children's confidence. As a result, the childminder provides suitable opportunities for children to gain necessary skills for their next stage of learning such as starting school. The childminder promotes hygienic practices for example, such as washing her hands before and after meals and the importance of ensuring children have fresh water to drink as often as possible. Younger children are learning self-care skills and

the childminder supports them in potty training by working with parents. The childminder ensures children have regular fresh air and exercise. For example, she takes them to the local park to use large-scale equipment, which extends their physical skills. Children further go out on visit to the local toddler group. Consequently, the childminder adequately promotes children's healthy lifestyles.

The childminder has a reasonable knowledge of how to safeguard children from harm. She records and reports any concerns about child's development or other factors in their life. The childminder uses appropriate stories to encourage children to learn about road safety, for example, holding an adults hand when outside of the home. Furthermore, she revisits the stories to remind children of road safety before they go out to reinforce their awareness of keeping safe.

The home environment is generally tidy and well organised. There is a large downstairs area which is spread over two rooms, and that has labelled toy boxes and draws that children can access independently or with the childminder's support. The childminder completes a daily risk assessment but this is not robust. For example, door guards were missing on the day of the inspection, which is part of her own daily checks, in order to prevent children's fingers being caught and sustaining an injury.

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

The childminder has developed some strategies for improving her setting following her previous inspection and subsequent monitoring visit. Consequently, the childminder adequately risk assesses her premises and areas used for minding are generally clean and organised, particular the kitchen area. However, the childminder does not always ensure safety features, such as door guards are in place to prevent injury. Therefore, her process for risk assessing her equipment is not comprehensive. Nonetheless, the childminder shows a reasonable understanding of keeping her premises safe. For example, she has installed stair gates to prevent younger children from going on the stairs as well as in the kitchen. Additionally, she uses a chain for the front door chain to ensure children are not able to leave her premises unsupervised and remain safe. Therefore, the weakness identified has a minimal impact on children's welfare.

The childminder is mostly aware of the requirements for the Early Years Foundation Stage. She uses a detailed self-evaluation process to identify and reflect on her practice. As a result, she is aware of what areas of her practice are working well and has identified other areas she would like to improve. The childminder self-evaluates her service by considering parents views when looking at what improvements she would like to make. The childminder shares the self-evaluation with the parents to encourage their involvement, and this helps to improve her work with the children.

The childminder sufficiently understands her role in safeguarding. For example, she is aware of the procedures to follow and who to contact if has any concerns about a child in her care. She shows a suitable awareness of the possible signs of harm and knows how to

respond appropriately. The childminder ensures that she stays up to date with child protection issues by researching online information and by attending local authority briefings. The childminder has recently attended training on supporting two-years-old children, which she has identified as helping her improve her knowledge in this area.

The childminder has developed adequate monitoring systems to ensure she meets the learning and development requirements for each child. She carries out assessments on children's learning and uses a learning record to gather observations. However, she has not embedded her planning fully by planning activities that challenge children further in their learning.

The childminder has established reasonable partnerships with other providers and professionals. For example, she discusses child development matters with professionals at the local children's centre to extend her knowledge. In addition, she supports children when they transfer to school and has made links with other local childminders.

### 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 premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (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. 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

<b>Unique reference number</b>	147750
<b>Local authority</b>	Harrow
<b>Inspection number</b>	986996
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/06/2014
<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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