

<b>Inspection date</b>	09/12/2014
Previous inspection date	07/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 provides a well-resourced environment both inside and outside the home, including use of resources in the community. As a result, the childminder effectively promotes children's learning and development.
- Children have fun because the childminder has a good understanding of how they learn. Consequently, she plans activities that are interesting and challenging.
- The childminder is warm and caring towards children, which helps them to feel safe and secure in a homely environment.
- The childminder is dedicated to her own professional development to help improve outcomes for children.

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

- The childminder does not always give children time to respond to questions, in order to further promote their speech and language skills.
- The childminder does not organise some resources so that they are easily accessible, particularly books for children to share together.

## 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 taking part in adult-led and child-led activities.
- The inspector and childminder jointly observed children.
- The inspector talked to children and the childminder throughout the day.
- The inspector read parent's views in the form of questionnaires.
- The inspector sampled a range of policies and procedures.

## Inspector

Deborah Found-Bloodworth

## Full report

### Information about the setting

The childminder registered in 1997. She lives with her husband and two adult sons. The family live in Harlesden, in North West London. The home is close to local shops, parks, schools and public transport links. The childminder utilises the whole of the downstairs accommodation for childminding purposes. There is a fully enclosed garden available for outside play. The family have a pet Labrador dog and one cat. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age group. The childminder also offers care to older children. The childminder walks and drives to local schools to take and collect children. She attends regular parent and toddler groups within the local area.

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

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

- develop questioning skills to build on children's learning, by encouraging them to think more frequently and giving them time to respond
- extend opportunities for children to access books more easily in a cosy environment.

### Inspection judgements

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

The childminder develops a good relationship with parents, which means they work closely to share information about children's learning and development. She makes considerate observations and assesses children's interests effectively. Consequently, the childminder has a good understanding of their starting points and develops interesting, and challenging activities to promote their next steps in learning. For example, the childminder sensitively introduces painting to children who do not like to get messy. Because she is a good role-model and allows children choices, for example, using fingers or a paint brush, children enjoy taking part in activities. As a result, children become confident to try new things, which prepare them well for school.

The childminder keeps parents well informed of children's progress and learning. She talks to parents every day, as well as giving them a weekly summary of the activities that have taken place. She effectively records children's development and completes written assessments for children aged two years and shares these with parents. Parents have ongoing access to their child's developmental record. The childminder suggests activities for parents to do at home to support their child's learning. For example, children create

leaves patterns with the childminder to take home and string together with their parents. This further promotes their physical development and initiates conversations about the season. Consequently, the childminder ensures parents have a good understanding of their children's learning and development and provides ideas on how to support their child's learning further at home.

The childminder understands the importance of play and how children learn. She encourages children to be involved in their learning by exploring and thinking for themselves. When getting ready to paint salt dough stars and trees, the childminder asked the children which one they would like to paint and waited for them to choose for themselves. While children painted, she encouraged them to choose how they would like to paint their star and praised them for their efforts. However, on occasions, the childminder asks the children several questions without waiting for them to respond. Therefore, she misses opportunities to develop their communication and language skills further.

The childminder introduces mathematics well into everyday activities. When painting stars, the childminder points out the big stars and the small stars, drawing the children's attention to the different sizes. When walking up the steps, the childminder counts the steps with the children. As a result, young children are beginning to learn about number and size, which prepares them well for their future learning. The childminder shows a good understanding of how to promote different areas of learning.

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

The childminder settles new children well with a supportive settling-in process. Children welcome each other with a hug when they arrive at the childminder's home. Therefore, children are confident and self-assured, showing that they feel at home at the childminder's house. The childminder is warm and caring with the children, helping to foster positive relationships that make them feel safe and secure. For example, the childminder realises when young children are beginning to get tired, and she comforts them with a cuddle as she prepares them for a nap. The childminder knows families well because she has cared for the children's older siblings. She talks to the children about what their siblings have done at school. Consequently, children feel valued because the childminder shows an interest in their whole family. The childminder is committed to promoting children's independence. For example, children choose their own activities and the childminder promotes their self-help skills, such as how to use the toilet and wash their own hands. As a result, children are learning skills to prepare them for school. However, she does not display all resources such as books in an inviting way and therefore, some children do not access these readily.

The childminder has a good understanding of how to manage children's behaviour according to their ages and stages of development. Children are generally well behaved and loving towards each other. If children do display any negative behaviour, the childminder has a consistent and well-developed response. The childminder is a calm role model and helps children to learn about other people's feelings. She distracts children

appropriately and gives them clear guidance about expectations of behaviour. As a result, children are developing good social skills that prepare them emotionally for their next steps in learning.

The childminder provides a well-resourced environment inside and outside. The childminder regularly attends local toddler groups and the children's centres, so children can mix with other children of different ages. At the children centres and local parks, children have good opportunities to practise their physical coordination and balancing skills on the play equipment. The childminder takes children on regular outings and encourages them to use the enclosed back garden, so they have fresh air every day. The childminder provides healthy fruit for snack and talks to children about eating healthy vegetables during lunch time. As a result, children are learning about healthy choices and establishing good habits to promote a healthy future.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder's safeguarding procedures and policies are robust, and well implemented. She practices the fire evacuation drill with children and ensures there is a safe place to wait in the case of an emergency. The childminder reduces risks by checking her home daily for possible hazards. The childminder has completed paediatric first-aid training and safeguarding training. As a result, she is knowledgeable of what steps to take if children are hurt. She has a clear understanding of signs and symptoms that would make her concerned about a child's welfare. The childminder is aware of how to report any concerns, in order to help protect children in her care.

The childminder has a thorough knowledge of the learning and development requirements. She monitors children using developmental guidance and therefore, she understands children's stages of development and is able to identify any gaps in their learning. The childminder has developed her planning since her last inspection and focuses well on using good observations to plan next steps for children. As a result, the childminder meets the needs of individual children and they progress well.

The childminder has a strong commitment to her personal development. She attends regular training with the local authority and keeps her knowledge up to date. This enables her to develop skills to continually improve her practice. The childminder meets with other childminders to share ideas of good practice. Together they organise celebrations, such as Diwali and fireworks night. She understands the importance of working with other professionals to maintain a consistent approach to supporting children. For example, the childminder recently attended a childminder conference and learned new ideas for supporting children's speech and language development. She then shared these ideas with parents. As a result, outcomes for children have improved. The childminder considers the views of parents when identifying strengths and areas for development in the service she provides. She has developed an action plan for improvements, which shows she is

dedicated to continuous improvement and self-evaluation. As a result, children benefit from a skilled and passionate 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

<b>Unique reference number</b>	137481
<b>Local authority</b>	Brent
<b>Inspection number</b>	813904
<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>	07/05/2009
<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.

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.

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