

Inspection date	10/06/2013
Previous inspection date	28/03/2011

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children benefit from the small group size and close interaction from the childminder and her assistants.
- Children behave well and are cared for by adults who are calm, patient and friendly towards them.
- Effective partnerships are in place with others. The childminder liaises with the nursery many of the children go on to, supporting them as they move on to the next stage of their learning.

It is not yet good because

- Children have too few opportunities to lead their own play; as a result of the largely adult-led activity programme.
- Insufficient consideration is given to make sure that risk assessment identifies all potential hazards and that assistants are clear about their role in minimising risks. Currently there is over reliance of close supervision to keep children safe.
- The visual environment lacks appeal to children. The childminder has not fully considered the benefits of using interesting displays and photographs to enhance children's their learning.

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 made observations during play in the living room area and during lunch time.
- The inspector spoke to the childminder and assistants at appropriate times during the inspection.
- The inspector looked at a sample of children's records, development information and policies and procedures.
- The inspector spoke to parents and took account of their views.

Inspector

Katie Dempster

Full Report

Information about the setting

The childminder registered in 1994. She lives with her husband and adult daughter in Edgware in the London borough of Harrow. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The family has no pets. The childminder walks/drives to local schools to take and collect children. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently working with two assistants and there are 25 children on roll.

What the setting needs to do to improve further

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

- ensure a mix of adult-led and child-initiated activities is offered and allow children to learn by leading their own play.
- ensure there is a clear policy and procedures for assessing safety risks and make sure it is understood by all adults caring for children; consider the benefits of using written risk assessments to show the assistants how risks should be managed.

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

- make greater use of the learning potential that the environment can offer; for example, use displays to encourage children to recall past experiences and learn about subjects of interest.

Inspection judgements

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

The childminder and her assistants plan a range of activities to support children in their development across all areas. They record observations of the children in learning records and use this information to assess current progress and plan activities to support further learning. A newly employed system of tracking progress helps the childminder to monitor how children are developing. On-going assessment also includes the required progress check for two-year-olds.

The childminder and her assistants use appropriate teaching techniques. The high adult to child ratios mean children benefit from much interaction from the childminder and assistants. They play recognition games, where children are encouraged to name objects, animals or shapes that they know. The childminder and assistants support children's early speaking skills through word repetition and modelling sentences. The activity programme however, is heavily adult-led. While children benefit from the good teaching techniques during the adult led activities, there are less opportunities for children to lead their own play and explore their ideas. As result, children are unable to become active learners.

Children enjoy a singing game together with the adults. They join in with the words of the song and know the associated actions. Children copy one another as they dance and move their bodies in response to the singing, supporting their expressive arts and design skills and enjoyment of group play. Children play with toy bricks, exploring how to balance the pieces to make a tower. They choose their favourite colours and enjoy knocking the towers down. Children further practise using their fine muscle movements as they enjoy threading and sorting activities. In the garden, children enjoy using their physical skills as they climb, run and balance.

Children's home languages are valued. The childminder and assistants offer an appropriate balance of speaking in English as well as children's home language. For example, during naming games, children benefit from hearing items named in both their spoken languages and have access to a range of dual language resources. As a result children are progressing well in their communication and language development.

The childminder works in partnership with parents well. Parents are invited to share what they know about their child with regards to changing interests and observations from home. The childminder shares planning with parents in order for activities to be continued at home also. The childminder seeks feedback from parents following a review of their child's learning record. Parents speak highly of progress their children have made and also suggest areas they would like the childminder to focus on.

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

Children receive quality attention due to the high ratio of adults to children. They receive lots of praise and younger children enjoy cuddles and affection from the childminder. This helps to develop secure bonds from early on. Children behave well. They are kept engaged through play, avoiding any episodes of disruptive behaviour. Children listen and respond to adults' instructions from a young age. They sit patiently during adult-led activities and wait their turn to answer questions. Both the childminder and her assistants are calm, patient and warm towards the children.

The learning environment is bright and spacious. Some resources are stored at low level although children are not often seen using these independently. There are some colourful hangings around the room but very little is on display for children to look at and learn from. For example, pictures to remind children of past events, to enhance their learning and create a familiar environment.

The childminder supports children's early understanding of health and hygiene. For example, they participate in cleaning activities and learn the importance of keeping germs away. Children wash their hands as part of the daily routine. Older, more capable children are able to do this with little adult help. For example, they have confidently use a small step to reach the sink and automatic soap dispenser. Children begin to understand the meaning of safety and danger. For example, during a puzzle activity, one child says, 'that's a tiger, it's dangerous!' Outside, older children learn to take risks with caution, as they use the large climbing frame, climbing wall and other play equipment. However, sometimes the risks of some activities are not fully considered. For example, offering a bead activity when babies are crawling around and could put beads in their mouths if adults are not vigilant enough in their supervision.

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

The childminder has a sound understanding of the safeguarding and welfare requirements and her responsibility to safeguard the children in her care. The childminder and her assistants are able to recognise indicators of a child protection concern and through discussion, all adults are able to identify reporting procedures and how to deal with allegations made against any of the adults working with the children. However, the childminder has not met the requirements of the compulsory or voluntary parts of the Childcare Register, as her written safeguarding policy does not reflect the procedures she would follow.

The childminder conducts daily visual checks of her home and uses safety gates and socket covers to minimise some identified risks. However, the childminder is reliant on her assistants knowing how to minimise other risks to the children and using 'common sense'. She does not give full consideration to all potential risks associated with the use of equipment, resources and planned activities. For example, she expects her assistants to instinctively know to stay close to children using climbing equipment and does not take account of what would happen if the adults are distracted or needed to support children elsewhere. This also impacts on how well the requirements of the Childcare Register are met in relation to risk assessment measures. The childminder practises the fire evacuation procedure with the children; this helps to prepare the children and those in charge, in the event of a fire.

The childminder shows a sound commitment to improving her service and she has been successful in identifying some of the areas in need of development. The recommendation raised at the last inspection has been addressed, positively impacting on partnership with parents and the information they receive. The childminder and her assistants take the time to discuss the success of the activities and areas to improve.

The childminder has positive relationships with parents. There is a two-way flow of communication enabling the childminder and parents to share information. The childminder establishes effective links with others, such as the nursery that the children

move on to. Nursery staff are invited to come and visit the children to make assessments on their development. The childminder uses these visits to discuss with staff their expectations of the children and what activities she could offer to help prepare children for the next stage of their 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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the childcare register)
- take all necessary measures to minimise any identified risks. (compulsory part of the childcare register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the childcare register)
- take all necessary measures to minimise any identified risks. (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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	147743
Local authority	Harrow
Inspection number	908574
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	25
Name of provider	
Date of previous inspection	28/03/2011
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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