

Inspection date	19/03/2013
Previous inspection date	07/03/2011

The quality and standards of the early years provision	This inspection:	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 uses observations, along with her good knowledge of the children, to plan a wide range of activities that support children's learning well.
- Children are confident and express their wants and needs assertively.
- Children show a very good understanding of healthy lifestyles as a result of the activities and discussions that take place.
- The childminder shows a good commitment to her on-going professional development, and improving her service, as she regularly attends training and forums.

It is not yet outstanding because

- The childminder does not consistently extend behaviour management techniques to offer children explanations of why it's important to follow the rules.
- Children have limited opportunities to make choices and self-select resources during play.

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 in the living room area and during snack and lunch time.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's development files, planning and a selection of policies.
- The inspector spoke to, and interacted with, the children during play.

Inspector

Katie Dempster

Full Report

Information about the setting

The childminder registered in 1981. She lives with her adult son in a first floor three bedroom flat which is located in the London Borough of Harrow. The childminder uses the lounge and two bedrooms for childminding. There is a communal garden which the childminder uses frequently. The childminder is currently caring for three children in the early years age range. She is registered on the Early Years Register and both parts of the Childcare Register.

What the setting needs to do to improve further

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

- make resources easily accessible to enable children to make choices in their play
- use consistently applied strategies and provide clear explanations for children so that they understand the rules, why they are there and what they are intended to achieve.

Inspection judgements

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

The childminder supports children well as she interacts with them and joins in their play. She engages in conversations with the children, suggests ideas and responds promptly to their changing interests. The childminder has a good knowledge of the seven areas of learning. She provides a good range of activities that capture children's interest and keeps them busy. The childminder makes written observations of the children that are evaluative and linked well to the areas of learning. The childminder includes photographs to illustrate the observations to capture children's learning and achievement in full. The childminder uses these, along with her good knowledge of the children, to plan activities for the children. The childminder also carries out the progress check for two year olds. She includes all the legally required information and shares the report with parents. The childminder shares children's development records with parents. In addition, she provides information during verbal feedback including ideas for how parents can continue learning at home. For example, she lends story books, provides activity sheets and suggests activities that will support individual children specifically. This contributes to the very good partnerships that are in place and encourages parents to be involved in their children's learning.

Children enjoy the time they have with the childminder. They are confident and leap about in excitement for what the morning will bring. The childminder uses good teaching techniques to encourage and challenge the children. For example, she models how to use different tools, asks the children questions and encourages them to demonstrate what they know. Children have opportunities to explore different textures and materials. For example, they enjoy experimenting with porridge oats. They have fun filling and pouring and use a range of tools such as funnels, spoons and pots. The childminder encourages the children to use the oats and tools in different ways to extend their learning. For example, building castles and using their fingers to make marks in the oats. Children's mathematical and physical skills are supported in this activity, as well as developing their creative skills.

Children learn about the world around them as they engage in activities linked to cultural and religious festivals. For example, children make cards and dress up as they learn about St. Patrick's day and recognise the achievements of people from black origin during Black History Month. Children also enjoy trips out in their local community. They help with the shopping at the supermarket and visit the local hardware shop to see the different tools and materials. Children enjoy drawing and colouring activities. They use a range of colours and explore how they mix together. Children's imagination is supported well. They enjoy dressing up and giggle as they wear brightly coloured wigs and funny hats. They say to one another, 'Look at me, I've got funny hair!'

The childminder's home environment is warm and welcoming. Children have plenty of space to play and explore. The small table and chairs provide a comfortable space for table top activities and the childminder gives children lots of choice of what they would like to do. There are fewer opportunities, however, for children to self-select as some resources are stored in another room and there is minimal low storage for children to choose resources and follow their own play ideas.

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

The childminder is warm and friendly with the children who show they feel safe and secure. They confidently move around the environment and express their wants and needs. The childminder seeks information from parents about the children when they first start with her, helping her to meet children's needs as they settle in. She continues to gain information about the children during the regular discussions with parents. This also supports the childminder in meeting children's changing individual needs.

The childminder supports children in leading healthy lifestyles. She promotes the children's use of physical skills as she provides fun equipment for them to use. For example, stilts, roller skates and different types of balls. The childminder supports children's early understanding of a healthy diet. For example, they talk about healthy foods and the benefits they have. Children say, 'We eat vegetables because they make us healthy'. The childminder provides resources and activities that promote discussions about safety. For example, children enjoy 'traffic club' activities and learn about important road safety issues with the use of puppets and colourful characters. Children show they understand how to

behave on the road as they say, 'We must always hold hands or onto the buggy'.

The childminder prepares children for the next stage of their learning. She talks to children about the new settings they will attend and the differences they may notice. The childminder encourages parents to talk to the children also, helping them to feel confident about the change.

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

The childminder has a good understanding of the safeguarding and welfare requirements and her responsibility to safeguard the children in her care. She is able to identify child protection concerns and is aware of how to report these. The childminder conducts robust risk assessments in each area of her home and practises the fire evacuation procedure with the children. This helps to maintain children's safety.

The childminder shows a good commitment to her professional development and improving her service. The childminder has attended many training courses since her registration, including safeguarding children, developing children's communication and fire safety. The childminder receives regular updates from her local authority early years team and collects much guidance to support her in her practice. The childminder has addressed the actions and recommendation from the last inspection, positively impacting on children's health, safety and individual needs.

The childminder has positive relationships with parents. There is a good two-way flow of communication enabling the childminder and parents to share information. The childminder provides information about the children's daily care routine, activities they have enjoyed and the progress they are making. They also discuss changes to the children's routine and care issues, maintaining consistency for the children.

Partnerships with other Early Years Foundation Stage providers are also well established. The childminder liaises with the staff of the playgroup the children attend, discussing children's progress and their on-going development. This helps both settings to adopt a consistent approach to children's learning.

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	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	147816
Local authority	Harrow
Inspection number	814130
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	07/03/2011
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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