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|--------------------------|------------|
| <b>Inspection date</b>   | 17/10/2012 |
| Previous inspection date | 15/06/2009 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|                                                                                        | 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            |                         | 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 feel safe and secure with the childminder. She provides a homely and welcoming environment where children have consistent routines to promote continuity of care.
- The childminder works well in partnership with parents, ensuring that she keeps them up-to-date with their learning and development.
- The childminder provides fun and stimulating learning experiences that take account of the children's needs and interests.
- The childminder supports children's language development well by routinely talking to them, singing and looking at books.

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

- The childminder does not hold a current first aid certificate which is a breach of requirements.
- Younger children have fewer opportunities to explore a range of different types of media.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 spent the majority of the time observing the childminder and the children she was caring for. This took place in the childminder's home in the living room, playroom and garden.
- The inspector sampled the children's information and development records.
- The inspector sampled the childminder's records and discussed safeguarding issues.
- The inspector read written information supplied by a parent for the inspection.

## Inspector

Christine Bonnett

## Full Report

### Information about the setting

The childminder was registered in 2003. She lives with her adult son in Willesden Green in the London Borough of Brent. The ground floor of the house is available for childminding and there is a fully enclosed garden for outside play. The home is close to shops, parks, schools and public transport links. The living room is used for childminding. The childminder has a dog as pet. She is currently minding two children in this age group. She offers care to children aged over five years to 11 years. The childminder is registered on

the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder supports children with English as an additional language. The childminder collects children from the local school and attends several toddler groups on a regular basis.

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

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

- attend a local authority approved paediatric first aid course.

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

- extend opportunities for younger children to make marks and explore different media, such as gloop, dough and bubbles.

### **Inspection judgements**

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

The childminder's knowledge and understanding of the learning and development requirements is good. She maintains a record of observations, using photographs and written evidence, about what children are doing. These are assessed using Development Matters in the Early Years Foundation Stage (EYFS) to monitor their progress and identify the next step in their learning journey. The childminder understands that this system will enable her to effectively produce children's two-year progress check reports. The childminder gains a wealth of relevant information from parents at the beginning of an arrangement to ensure she provides appropriate and consistent care. She keeps them informed verbally, and by completing daily diaries, about how their child has spent the day and their achievements. She knows the children well and talks confidently about their individual routines, likes and dislikes.

The childminder supports the promotion of children's communication and language skills very well. She talks to younger children calmly and responds well to their attempts to vocalise, repeating back their single word answers and extending them. Younger children enjoy sitting with the childminder as they sing familiar repetitive songs, such as 'Row, row your boat', to further promote language development. Older children have fun playing the toy piano and tambourine while the younger children jig around to the rhythm. Children enjoy looking at books and younger children like feeling the different textures on the pages. The childminder has yet to introduce younger to children to other sensory

materials, such as gloop and foam, to enable them to immerse their hands in it and make marks.

The childminder supports children who have just started to walk by holding their hand to help them gain confidence and develop their physical skills. She broadens their experiences by walking with them in the garden and describing the sounds their feet make, for example scrunching on the gravel path, and listening to the softer sound when they walk on the grass. Children show interest in the play materials and are motivated to use them; consequently, they become active and enthusiastic learners, ready to embark on the next stage of their learning.

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

Children form secure bonds and attachments with the childminder because she looks after them with care and affection. They are happy, settled and play confidently as they move between resources independently. Toys and play materials are stored at low-level to enable children to select items of their choice. Independence is further promoted because babies are appropriately encouraged to use a spoon and to hold their feeding bottle themselves.

The busy childminding day means that a structured routine is in place. This helps children feel secure because they become familiar with what is expected of them. Children also become familiar with the rules of the house. They understand that the sofa is not for jumping on and they sit down to eat. Knowing how to behave also enhances their feelings of security and confidence. Children learn how to keep themselves safe because the childminder shows them how and where to cross roads safely. She also talks to older children about 'stranger danger'.

Although the childminder has held a first aid certificate in the past, it has now expired. This is breach of requirements. She has taken steps to attend the next available first aid course. To minimise the impact on the children's well-being during this time, the childminder has updated her knowledge of how to manage scalds and checked her first aid box to ensure all elements are in place.

The childminder understands the importance of encouraging children to adopt a healthy lifestyle. Although the parents provide the children's main meals, the childminder supplies snacks. A variety of fresh fruit is offered and drinking water is readily available. The childminder talks to the children about the importance of cleanliness, particularly in relation to washing their hands at appropriate times during the day. Children benefit from physical exercise because they routinely walk to school and have fun throwing a ball for the dog as they walk in the park. Younger children play in the back garden each day. They sit on the see-saw and are encouraged to kick the football.

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

The childminder understands her obligation to meet the learning and development requirements of the Early Years Foundation Stage. She has attended training to learn about the reformed requirements. She implements them effectively to ensure each child makes good progress towards the early learning goals. She also recognises the importance of continuously developing her practice to improve outcomes for children. She has met the recommendations made at her last inspection by attending training courses to develop her skills. Her plans for the future include devising a questionnaire in order to gauge the views of the parents in more depth. She also intends to refresh her knowledge of safeguarding by updating her training, although she currently has a good understanding child protection issues and how to report concerns.

Children's safety is important to the childminder. She ensures her premises are safe and secure by carrying out risk assessments on all areas of her home to eliminate all obvious hazards. Risk assessments are completed for school trips and outings.

The childminder works well in partnership with parents. Written comments made by parents' state that the childminder provides a caring and stable environment in which children are well supported in their learning and well prepared for school. Effective arrangements are in place to liaise with schools and nurseries that the children attend. The childminder develops a three-way flow of information between herself, the staff at school and the parents. This helps to ensure that children's learning is supported appropriately by all parties and contributes towards a smooth transition for the child into school.

### 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:

- attend an appropriate first aid course (Welfare of the Children being cared for) (also applies to the voluntary part of the Childcare Register).
- take action as specified in the compulsory part of the Childcare Register (Welfare of the Children being cared for).

## 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. 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

|                                |          |
|--------------------------------|----------|
| <b>Unique reference number</b> | EY263595 |
| <b>Local authority</b>         | Brent    |
| <b>Inspection number</b>       | 886179   |

|                                    |             |
|------------------------------------|-------------|
| <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>  | 3           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 15/06/2009  |
| <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 that are usually their 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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