

Inspection date	18/03/2014
Previous inspection date	29/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 praises children's efforts and encourages them to 'have a go' and persevere at things they find difficult, this means children develop a positive attitude to learning and taking on challenges.
- The well-resourced and safe garden provides children with lots of opportunities to enjoy the fresh air and exercise and supports their physical development.
- The childminder shows a good understanding of how to promote the health and hygiene practice of young children, she models good practice, and explains clearly to children why it is important maintain good hygiene.

It is not yet outstanding because

- Childminder does not always organise adult-led activities to account for children's achievements.

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 childminders interaction with children in the inside and outside areas.
- The inspector talked to the children and childminder.
- The inspector reviewed a range relevant of documents, including safeguarding policies, registers and children's learning records.

Inspector

Naomi Hillman

Full report

Information about the setting

The childminder registered in 2007. She lives with her husband, who is also registered as a childminder and two school age children in Stanmore in the London Borough of Harrow. The downstairs of the house is used for childminding and there is an enclosed garden for outdoor play. In addition there are two upstairs bedrooms used for children who need to sleep during the day. There are currently 14 children on roll, nine of whom are in the early years age range. Children attend on a full-time and part-time basis. The childminder supports children who are learning English as an additional language. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects and picks up children from local schools and attends local toddler groups. The childminder operates Monday to Friday 7am until 7pm all year round apart from public and family holidays.

What the setting needs to do to improve further

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

- review the organisation of some adult-led activities, so that all children gain from this learning experience

Inspection judgements

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

The childminder has created an environment within her home where children have a wide range of toys and resources that promote all areas of learning and development. These resources are easily accessible and children help themselves as they move around the house and garden engaging in a range of activities that meet their needs. The childminder's practice is based on a secure knowledge of how to promote the learning and development of young children. She is able to explain how she supports their learning through everyday activities such as going out for walks in the local area or talking with children about an insect discovered in the garden.

The childminder carries out observations and assessments of children. Progress checks for two year old children are in place and completed in partnership with parents. The childminder clearly knows the children in her care well and is able to describe their stages of development and next steps of learning. However, the childminder does not always use this knowledge to help plan adult-led learning experiences for individual children. As a result there are occasional missed opportunities to further extend some children's learning.

The children enjoy time with the childminder relaxing and reading books. She effectively uses the stories and pictures to extend children's thinking and learning by using

interesting questions and helping the children explore the differences and similarities in what they are looking at. As a result of her good teaching children are working comfortably within the typical range of development expected for their age. This ensures that they all have the key skills needed for the next steps in their learning, including school where appropriate.

The childminder has high expectations of all children and knows children's stages of development. She praises children's efforts and encourages them to 'have a go', helping them try things that they are unsure of. Through this she builds their confidence and helps them develop a positive attitude to learning. As a result children show good levels of self confidence and engagement in their play.

The childminder has good relationships with parents. Parents provide initial information about their children's achievements during initial meetings. Parents are encouraged to share information about their child and the childminder ensures parents are well informed about their child's progress by making time to talk to them during drop off and pick up. In addition she uses phone conversations in the evening to discuss issues which need more time, such as the progress check for two year olds. Therefore the childminder works in partnership with parents to support children's needs.

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

The children are happy and excited as they arrive at the childminder's house. The childminder has warm relationships with the children and they enjoy cuddling up to her as they read a book together. The childminder knows the children well and is quickly able to recognise when they are under the weather or upset. These well established relationships mean children form secure attachments and this promotes their well-being and independence.

The childminder is kind and calm with the children. Relationships are good between adults and children. Children are learning to respect and appreciate each others differences and play well together. The childminder is fully aware of, and sensitive to, potential harm or risk that may affect the children in her care. She has put in place good systems to monitor and minimise these, and provides a healthy, safe and secure environment both inside her home and when out with children. The children feel safe and are happy and confident as they move around the childminders house, playing and talking.

The children are given a good range of healthy meals and snacks and children have access to drinking water throughout the day. The children enjoy eating together at a small table and the childminder talks to children about different type of fruit and vegetables therefore helping them develop an understanding of the importance of a healthy diet.

The childminder washes her hands alongside the children; she shows an excellent understanding of how to promote the health and hygiene practice of young children. She models good practice, and explains to the children why it is important to maintain hygiene. The childminder encourages children to become independent in managing their own

personal needs relative to their age and these self care skills help children be ready for school.

The childminder has created a clean, light, welcoming environment, that is well-resourced and supports children's all round development and emotional well-being. It provides a range of experiences that develop children's independence and cooperation. The childminder uses the large and well resourced garden to promote children's physical development, providing good opportunities for children to take part in a range of physical activities such as rolling hoops, kicking and throwing balls and using ride on toys.

Before children start school the childminder helps them to get ready for the move by talking to them about their new school and uniform. The childminder often enlists the help of the school children, who attend after school to talk to pre-school children about what school life might be like. When children start at school the childminder visits with the parents to meet the teacher for the first collection, to ensure good relationships and safety of children.

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

The childminder has a good understand of the learning and development requirements of the Early Years Foundation Stage. She ensures that children have access to a broad range of experiences that help them make progress towards the early learning goals. She has a clear understanding of the seven areas of learning and knows how to help children learn.

The childminder works with another childminder. They share this information with parents and pass it onto teachers when children start school.

The childminder has a strong understanding of the statutory safeguarding and welfare requirements of the Early Years Foundation Stage. She has secure safeguarding policies in place which she effectively implements. She identifies potential harm or risks and knows the appropriate action to take to protect and support the children in her care. Daily checks are carried out on her house and equipment to ensure it is safe. She has risk assessments for outings and trips. Her first aid training is up to date and any accidents are recorded and shared with parents.

The childminder regularly updates her training and reflects on what she has learnt and how she will implement that in her practice. The childminder has a good drive to improve. She seeks the views of children, which she uses to inform her self evaluation, and has brought new resource in line with their suggestions. The childminder has acted on recommendations from her last inspection and continues to identify areas for improvement in her practice. She seeks appropriate training to ensure she continues to improve outcomes for children.

The childminder has good relationships with parents, for example she writes newsletters and organises a Christmas social event, so that parents can get to know each other as

their children do. Daily conversations with parents and practitioners at other settings mean that the childminder has a clear picture of each child's individual needs. The childminder has a good understanding of how to seek the support of her local Early Years advisors to ensure that appropriate interventions are secured and children receive the help they need.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY356591
Local authority	Harrow
Inspection number	956162
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	14
Name of provider	
Date of previous inspection	29/01/2009
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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