

Inspection date	12/11/2014
Previous inspection date	19/12/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 requires improvement

- The childminder has a secure understanding of child protection issues to ensure children's welfare is protected appropriately.
- The childminder is forging links with other providers who care for the children, in order to promote children's learning.
- The childminder provides a range of toys, resources and equipment that are accessible and appropriate to the ages of the children. This means children are able to make independent choices about what they wish to play with.

It is not yet good because

- The childminder does not encourage children's independence well during some everyday routines and she does not take all opportunities to promote children's literacy skills.
- The childminder does not fully promote children's welfare. This is because the medication records are not consistently maintained, the childminder does not always implement her settling-in procedures and she does not replenish the contents of the first-aid box.
- The childminder does not maintain fire detection equipment sufficiently.

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 childminder caring for children, primarily in the living room and kitchen areas of the home.
- The inspector had discussions with the childminder, before children were present and throughout the inspection.
- The inspector talked to the children in the childminder's care.
- The inspector viewed samples of documentation, such as the childminder's self-evaluation records, her safeguarding policy and medication records.

Inspector

Helen Steven

Full report

Information about the setting

The childminder registered in 2007. She lives with her husband, one adult child and two school-age children. The family lives in a ground floor maisonette in Kilburn, in the London Borough of Brent. The home is arranged over two floors and the whole of the ground floor is used for childminding purposes. There is a fully enclosed garden available for outside play. The childminder is currently minding one child in the early years age range, on a part-time basis after school. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- obtain prior written parental permission for each and every medicine before any medication is given to children
- improve children's safety by ensuring that fire detection equipment is maintained in working order
- ensure that the contents of the first-aid box are replenished and maintained to enable children to be treated appropriately in the event of an accident
- help children to become familiar with the setting and to feel fully secure, through effective settling-in procedures

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

- encourage children to be more independent during everyday routines
- provide further opportunities for children to develop their literacy skills.

Inspection judgements

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

The childminder offers children a range interesting experiences that complement their learning at school. She provides the children with the opportunity to choose their activities and helps to extend their interests. For example, during the inspection, children fully

engaged in activities that were based on their interests. As a result, they concentrated and spent time at their chosen activities. They decided to paint at the easel and chose which colours to use. They carefully controlled the paint brushes, expressing their ideas on the paper. Young children demonstrate that they are aware of the names of colours and the childminder reinforced their understanding by asking questions about the colours they used. As a result, she soundly helps to extend their learning.

The quality of teaching is variable. Overall, the childminder interacts effectively as children play, offering encouragement and praise. For example, she asks the children about their pictures in order to extend their communication skills. However, she does not take all opportunities to extend young children's early literacy skills. For instance, she asks older children to label their pictures with their names, but not the younger children. She has posters showing different languages, although she has not reviewed those available to make sure they reflect the home languages of all the children. Therefore, the childminder does not fully promote children's pre-reading and writing skills.

Children worked together to set out a construction activity. They opened up a very large mat which covered most of the available floor space. They tipped out wooden bricks, which they stacked up to create towers. The childminder suggested they access other types of construction materials and her effective input helped to extend children's creations. The learning environment is welcoming and contains a range of resources that the childminder uses to help children make sound progress in their learning.

Due to the limited time, some children attend the setting after school; they focus on one or two chosen activities each session. The childminder completes a learning journal for each child and has begun to consider children's next steps in learning to help them progress.

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

The childminder offers children a welcoming environment. Children attend on a part-time basis and those that are new to the setting are still getting to know the childminder and other people at her home. The childminder does not always follow her policy for settling children in to the setting in practice. As a result, children do not feel fully secure. The childminder has reflected on the impact of not settling children as planned and feels that it was not fully effective. Nevertheless, the children are feeling more comfortable and demonstrate this by talking more to others as they develop their self-confidence.

The childminder provides a stimulating environment for children to learn in. Toys and activities are labelled and easily available. This means that children can be independent in making choices. Although the childminder is aware of how to promote children's independence, she does not always do this well. For example, she gives them the opportunity to squeeze their own paints into a palette, although after using one colour, the childminder takes over, because they have put a little too much paint in the tray.

The childminder holds a valid first-aid certificate. However, she has not maintained her

first-aid box with appropriate contents to enable her to treat children appropriately in the event of an accident. However, the effect of this is minimal because the childminder has ordered a new first-aid box with appropriate contents.

The childminder is encouraging children to develop good personal hygiene practices by reminding them to wash their hands prior to eating their snack. In addition, the older children provide guidance to younger children about hand washing. The children sit at the table to drink and eat. They show that they are developing an understanding of healthy eating as they talk about the vitamins contained in the different fruits. The childminder does not use snack time well to develop children's independence, as she pours their drinks and cuts their fruit for them away from the table. This limits opportunities for children to do things for themselves.

Overall children behave well. The childminder empowers children to resolve issues themselves, for example, about who sits next to whom at the table. The childminder praises the children and is a good role model as she talks to them calmly and with respect. She soundly teaches children about safety. For example, she explained how she makes sure children develop their knowledge of road safety. She ensures that they are holding hands when they are out with her and they know to stay within her sight. Therefore, children learn about keeping safe on outings.

There is an outdoor space available for children to play. In addition, children get exercise and fresh air as they walk to and from the schools. These opportunities help to promote their physical development.

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

The childminder is not meeting all the requirements of the Early Years Register or the Childcare Register. She has recently begun to care for children in the early years age range having previously cared for older children. She has attended courses in order to improve her knowledge of the learning and development requirements. For example, she has undertaken a course to develop her practice in caring for funded two-year-old children. She has systems in place in order to provide a good service, but the systems are not yet fully embedded. For example, in her self-evaluation, she recognises the importance of gaining as much information as possible from parents at the start of a placement, to enable her to know the children's likes and dislikes. She intends record this information and gains knowledge of the children through observing them at each session. This helps her to get to know the children.

The childminder has a secure knowledge of child protection issues having recently updated her knowledge with a further course. She has carried out a risk assessment to reduce hazards to children, but has not acted promptly to ensure the smoke alarms are in good working order. There is no significant impact on children because although they were bleeping throughout the inspection, the childminder stated she would change the batteries immediately.

The childminder has appropriate systems for recording children's attendance, any accidents that occur, and any medication administered. However, she has not consistently ensured that she obtains written parental permission before administering medication. This is a breach of a requirement. However, this was an oversight on one occasion and the childminder demonstrates that she understands the requirements clearly to promote children's welfare.

The childminder has carried out a detailed self-evaluation as part of the process to care for funded children. Through discussion, the childminder is aware of her areas for development and is able to recognise how she can improve her teaching to be of a consistently good quality. She has addressed the actions and recommendations from her last inspection.

The childminder reports that she is developing a good relationship with parents and has begun keeping a journal to provide them with information about their child's time at the setting. She has instigated a partnership with other providers who share the care of children, for example, those children cared for after the school day, to gain information. As a result, she is strengthening her ability to complement children's learning, and to support their progress and next stages in 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:

- take all necessary measures to minimise any risks to the health or safety of the children (compulsory part of the Childcare Register)
- obtain written parent/guardian/carer's consent for any medicine administered to any child who is cared for on the premises (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children (voluntary part of the Childcare Register)
- obtain written parent/guardian/carer's consent for any medicine administered to any child who is cared for on the premises (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	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

Unique reference number	EY360371
Local authority	Brent
Inspection number	815436
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	19/12/2008
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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