

Inspection date

Previous inspection date

31/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 observes children's interests and uses her good knowledge to effectively promote children's learning and development.
- Children benefit immensely from the good partnership the childminder has with their parents.
- Children are developing a healthy lifestyle from the childminder's daily care routine, spontaneous play and planned activities.
- The childminder gives children lots of opportunities indoors and outdoors to play and learn from first hand experiences and make good progress.

It is not yet outstanding because

- Children have fewer opportunities to see positive images of gender and disability in books and posters in order to widen their knowledge and understanding of diversity.

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 inspection had discussions with the childminder.
 - The inspector observed the childminder's interaction with the children.
- The inspector sampled some documentation, which included the children's
- registration forms, observation and assessment records, register of attendance, training certificates and policies.

Inspector

Jennifer Liverpool

Full report

Information about the setting

The childminder registered in July 2013. She lives with her husband and their seven year old daughter in Kensal Green in the London Borough of Brent. The whole of the childminder's ground floor flat is used for childminding. There is a secure garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for four children in the early years age group, all attend during part time hours. The childminder regularly visits toddler groups and meet with a supportive network of local childminders. The childminder walks to local schools to take and collect children.

What the setting needs to do to improve further

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

- expand the range of resources to reflect positive images of gender and disability to further develop children's understanding of diversity.

Inspection judgements

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

The childminder encourages parents to share information about their child's development and effectively uses the information to build on children's existing understanding and skills. Children's learning and development progresses well because the childminder closely monitors their achievements through comprehensive observation reports. She uses these effectively to help move children on in their learning and development. Children enjoy their learning because the childminder plans purposeful activities according to their interests and learning needs. Children spend a considerable length of time observing diggers transporting concrete when out on trips. The childminder then provides regular opportunities for children to collect pebbles from outdoors and move them indoors to develop their interest. The childminder also uses children's interests to develop their mathematical understanding. For example, the childminder encourages children to develop observation and matching skills through lifting pebbles and placing them on parts of the mat that match the same colour as the pebbles. Children confirm what they know when also placing a yellow dinosaur on a yellow patch.

The childminder encourages children to make choices during play and at routine times. For example, children have opportunities to select their choice of fresh fruits for snacks. They also choose which coloured bowl they want to use for eating their meal. This helps to support children's growing independence. The childminder interacts well with the children. She asks open-ended questions that encourage them to answer and develop confidence in expressing their own ideas. In addition to this, the childminder is a good

listener and responds to children's comments, extending their communication and language skills during general conversations, planned activities and games. Children regularly use the comfortable book area to cuddle up with the childminder and look at books or listen attentively to stories. The childminder introduces mathematical vocabulary in every routine and conversation with children. For example she uses language of size, position and order when she shows children the right and left shoes, asks them to put the on first and then the second shoe and helps them to identify and match different shapes in the room.

Children are developing an understanding of their immediate environment and the wider world through visits, planned activities and posters. For example, children go out on regular trips to the local community parks, toddler groups and shops. They learn about different countries around the world through discussions, stories and from poster displays. However, they have few resources that represent positive images of disability and gender. Children have lots of opportunities to explore and investigate living things through planting flower bulbs. The childminder places wind chimes and colourful streamers out in the garden and this helps to spark children's curiosity and interests about how things work. Young children have access to a range of contrasting materials and textures such as lemon, bells and cork that enable them to develop their sense of listening, observation, smell and touch.

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

The childminder works closely with parents to help the children to settle into her home and care at their own pace. She also obtains relevant information from parents about their child and introduces the children's care routine from home into the setting to maintain consistency of care. Additionally the childminder encourages children to bring their favourite books or comfort aids into the setting and use them during daily routines including sleep and relaxation time. This helps children feel secure and promotes their emotional wellbeing. Children develop a sense of belonging as they have a special place to hang their coats and bags. Children receive lots of warmth and affection thus enabling them to develop trusting relationship with the childminder. Children have good opportunities to develop their social skills as the childminder takes them on weekly visits to local toddler groups where they start to develop relationships with other children. Children also take part in group activities and are beginning to understand important skills such as sharing and taking turns. The children behave well because the childminder works with parents to develop a consistent approach to behaviour management. This helps to reduce the risk of children receiving mixed messages about what is expected of them. Children are learning how to safely evacuate the premises in the event of an emergency as they regularly practise the emergency evacuation procedures. The childminder promotes children's good health effectively, ensuring that they are cared for in hygienic surroundings. For example, she cleans the food preparation area and table top surface before use. She makes sure that children have individual towels and bed sheets to reduce the risk of cross infection. Children learn about good hygiene because the childminder reminds them to wash their hands before meals and after visiting the toilet. Children receive a variety of healthy and nutritious foods at meal times and this helps them to

understand foods that are good to eat. Children's good health is further promoted by daily opportunities to go out in the fresh air. Children also take part in physical play in the garden and when visiting the parks where they use a good range of play equipment and develop physical skills.

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

Children are safeguarded as the childminder has a secure knowledge and understanding of her responsibilities in protecting children from risk of harm. She knows the procedures for recording incidents and making referrals to relevant agencies if she has any concerns about a child. The childminder carries out regular risk assessments indoors and outdoors. These help to ensure that the children play safely in a well-organised and secure setting. The childminder also conducts risks assessments prior to taking children out on trips in order to identify and reduce potential hazards to children. The childminder keeps and maintains all mandatory records for the safe and efficient management of the provision. The childminder has adapted her home and the garden to create a good play and learning environment for children. For example, children have access to a role-play area and a book corner filled with a variety of books. They also see colourful posters on display, which the childminder uses to support children's interests. In addition the childminder provides a planting area and sand and water play equipment outdoors. The childminder has a secure knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Because of this, she consistently monitors children's abilities and provides purposeful indoor and outdoor activities that enable children to make good progress. The childminder is keen to further her knowledge in childcare and has attended a number of training courses. This helps to support the children. The childminder seeks advice from external agencies, regularly assesses her practice and welcomes parents' feedback, which she uses to improve the outcomes for children. The childminder has developed good relationships with parents and this enables her to meet the children's individual needs. The childminder shares her policies with parents so that they know and understand the care arrangements that she has in place for their child. The childminder keeps a daily diary of the children's daily care routine, which she shares with parents for the continuity of children's care. The childminder encourages parents involvement in their children's learning through exchange of information about children's development and progress in the setting and at home. Parents contribute towards their child's assessments and take part in discussions with the childminder about ways to help move their child on in their learning and development. The childminder demonstrates that she is aware of sharing information with the providers in other settings that children attend to promote continuity of care and 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	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	EY464818
Local authority	Brent
Inspection number	928657
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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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