

Inspection date

Previous inspection date

13/10/2014

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 has made a positive start to her childminding practice and she manages her setting well.
- Children are happy and settled in the childminder's care. They are developing in confidence and making good progress in their learning.
- The educational programmes provide children with an interesting range of challenging and enjoyable experiences across all areas of learning.
- Children's communication and language development is well fostered. The childminder engages children in regular conversations and uses appropriate questioning techniques to challenge their thinking and speaking skills.
- The childminder has established positive partnerships with parents to support continuity in both children's care and learning.

It is not yet outstanding because

- The childminder has not established effective partnerships with other settings that children attend.
- Planned activities offer less scope for children to develop their creativity and become more independent in their ideas.

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 engaged in indoor activities.
- The inspector sampled a range of documents relating to the children.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.

Inspector

Samantha Smith

Full report

Information about the setting

The childminder registered in 2014. She lives with her husband, who also her assistant and young child in a one-bedroom ground floor flat in Willesden in the London Borough of Brent. The family has a pet cat. The living room is the main area of the home for childminding and there is a garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children in the early years age range on role.

What the setting needs to do to improve further

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

- Improve the opportunities that children have to be creative by giving them space to think about and develop their own ideas.
- Improve partnerships with other settings that children attend by sharing information about children's learning, such as assessments and future targets.

Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage and her role in supporting children's learning. She provides an attractive and stimulating play environment indoors, with a wide range of toys and resources to support children in the different areas of learning. Children's language development is well fostered and their early communication skills encouraged by the childminder as she provides them with a continuous narrative whilst they engage in activities. She uses appropriate questioning to extend children's thinking skills and increase their vocabulary. She provides good levels of support as she responds appropriately to their questions and introduces new descriptive words that children quickly adopt and repeat.

The childminder has strategically stored equipment to enable younger children to access suitable resources for their age and the resources for older children are stored slightly higher. Children demonstrate a good knowledge of mathematical concepts as they count and recognise colours and shapes during activities. They are developing their curiosity and exploratory skills as they test and try to work resources to support their understanding of technology. They have regular opportunities to engage in creative activities both through free play and adult led activities. However, at times the childminder does not give them the space to express their own creative ideas as activities are over planned.

The childminder effectively identifies children's starting points using information gathered from parents and observations made during the settling-in period. She maintains a record of children's achievements in individual portfolios and her observation, assessment and planning systems are successful in supporting children to make progress. She encourages parents to contribute towards their children's learning by sharing information about their children with her and she uses this to promote continuity of care and learning.

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

The childminder has created a welcoming and child friendly learning environment, where children are happy and well settled. They benefit from and clearly enjoy the close attachments that they have established with the childminder. Children demonstrate a strong sense of security as they confidently approach the childminder, make their needs known and enjoy positive interactions throughout the day. The childminder supports their play well and overall, provides them with the freedom to explore their environment and the resources available.

The childminder manages children's behaviour well; she has created an environment where children feel safe and valued. She acts as a calm and consistent role model and she fully supports children in developing their understanding of the needs of others. She encourages children to be kind and caring to each other and supports them as they learn to share and co-operate. She pays careful attention to their individual needs and is responsive to their requests as she sensitively guides and supports them in their play. She supports children's understanding of safety through gentle reminders as they engage in their play.

The childminder promotes children's health well as she follows their familiar routines for rest and sleep, according to their needs. She provides regular opportunities for children to engage in physical activity both inside and outdoors. She takes children on regular trips out, including walks to local groups and visits to the park. Children also have access to the garden, where they engage in various activities. They enjoy playing in the sand and water play, making marks on the large chalkboard in the back of the garden, and use the physical play equipment with increasing proficiency.

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

The childminder has made a positive start to her childminding practice; she has a good understanding of the learning and development and safeguarding and welfare requirements. She is well organised and ensures that all the required records are confidentially maintained for the safe and efficient management of her provision. Arrangements for safeguarding children are firmly in place. The childminder demonstrates that she has a clear understanding of the safeguarding procedures and she is fully aware of her responsibilities relating to safeguarding and child protection. She takes relevant steps to promote children's safety whilst in her care. She regularly assesses the risks to

children's safety inside her home and on outings, and takes appropriate action to minimise these.

The childminder carries out regular observations on children and complements these with photographs. She makes good use of government guidance to support her in monitoring and tracking children's progress. She uses the information well to plan and tailor activities to meet children's individual learning needs. The childminder works closely with parents to meet their children's individual care needs. She regularly engages with them, sharing information and encouraging them to become involved in their children's learning. However, partnerships with other settings that children attend have not been established to further children's continuity of care and learning.

The childminder shows a real vision for taking her practice further; she regularly evaluates and monitors her practice and the educational programmes. She has identified strengths and areas to develop in order to improve outcomes for children. She actively seeks advice and guidance from her local authority to support her in further developing her practice.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY471498
Local authority	Brent
Inspection number	957333
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
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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