

<b>Inspection date</b>	3 February 2015
Previous inspection date	1 May 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The childminder has failed to notify Ofsted of changes to persons living and working on the premises. This is a breach of the associated requirements of the Childcare Register.
- The childminder does not provide a sufficient range of activities and resources to challenge and extend children's learning, in particular, the use of accessible equipment to help promote children's writing skills and natural items to extend their curiosity of the environment.
- The childminder does not utilise the information she gains from monitoring children's learning to identify gaps in their progress and further plan activities that challenge them. She has a limited understanding of the requirement to complete progress checks for children when they reach the age of two years.
- The childminder does not always use the wider space indoors and outdoors, particularly to support younger children to develop their physical skills.

### It has the following strengths

- The childminder develops strong emotional attachments with the children. Consequently, they feel safe and secure while in her care.
- The childminder talks to children in English and in their home language. This promotes children's understanding of their own background and prepares them for their move to school.
- The childminder takes into account the views of parents and children when reflecting on her practice. She attends relevant training to ensure she remains suitably qualified for her role.

## What the setting needs to do to improve further

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

- develop children's learning experiences by providing a sufficient range of resources, in particular mark-making equipment and natural items to challenge and extend their skills
- make effective arrangements to implement the required progress checks for children when they reach the age of two years
- improve the systems for the planning and monitoring of children's progress, and use this information effectively to close any gaps in their learning.

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

- review the daily routine to enable toddlers to make better use of the space indoors and outdoors to further develop their physical skills.

### To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of changes to the name, date of birth, address and telephone number of any person aged 16 or over living on the premises where childcare on domestic premises takes place (compulsory part of the Childcare Register)
- inform Ofsted of changes to the name, date of birth, address and telephone number of any person working with children where childcare on domestic premises takes place (voluntary part of the Childcare Register).

## Inspection activities

- The inspector observed interactions between the childminder and children in the playroom.
- The inspector sampled the childminder's policies, procedures and children's development records.
- The inspector discussed with the childminder her process for self-evaluation and her understanding of the safeguarding procedures.
- The inspector took into account feedback from parents obtained from questionnaires.

### Inspector

Vanessa Brown

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Children make steady progress in their development. They engage with the childminder while looking at books about animals. The childminder points to the colours in the book and encourages them to explore the different textures. She reinforces their understanding by finding toys of the similar colour. The childminder counts with children at every opportunity. As a result, they are beginning to make the initial sounds of the numbers. This adequately promotes children's language and early mathematical skills. However, the childminder does not promote some aspects of children's learning well by providing suitable resources which challenge their learning. For example, children are not always able to access crayons and pencils to develop their early writing skills and there are fewer resources to promote their understanding of the natural environment.

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

Children are generally happy and content in the setting. They benefit from the positive relationships they have built with the childminder, which promotes their well-being. The childminder implements suitable routines to promote healthy lifestyles. She teaches children about the benefits of eating fresh fruits and vegetables and mealtimes generally include healthy food options. Children have some opportunities to engage in physical outdoor activities. However, the childminder does not always encourage younger children to make use of the space both indoors and outdoors to develop their physical skills. The childminder praises children for their achievements and engages them in activities so that they learn to take turns. This promotes their understanding of positive behaviour.

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

The childminder has a suitable understanding of the requirements of the Early Years Foundation Stage. However, she has failed to notify Ofsted when of family member moved out of the premises and when she stopped working with an assistant. The childminder has some systems in place to monitor and assess children's development, which she shares with parents. However, she does not use her observations effectively to identify gaps in children's learning and plan activities that challenge them. Furthermore, the childminder has a limited understanding of the requirement to complete progress checks for children when they reach the age of two and share these with parents. Nevertheless, she implements policies and procedures to sufficiently promote the safety and well-being of children. Additionally, she is aware of the Local Safeguarding Children Board guidelines and understands the procedures to follow if she has concerns about a child in her care.

## Setting details

<b>Unique reference number</b>	137648
<b>Local authority</b>	Brent
<b>Inspection number</b>	843016
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 May 2009
<b>Telephone number</b>	

The childminder registered in 1989. She lives in South Kenton, Wembley, in the London Borough of Brent. The ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. There is a small flight of steps leading to the front door. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

