

Inspection date	01/10/2012
Previous inspection date	06/06/2011

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 is satisfactory

- The childminder provides continuity of care for the children who attend. She does this by working in partnership with parents to give the necessary support required to help children in dealing with events at home, such as the arrival of a new baby.
- The childminder provides a secure environment to enable children to feel safe, as a result they explore and investigate in their environment.
- The childminder reinforces learning linked to topics studied at other settings children attend, by providing activities to support and extend children's thinking.

It is not yet good because

- The childminder does not consistently review and update policies and procedures within her practice, for example risk assessments.
- The process of self-evaluation is in its early stages and as a result does not fully identify areas for further development, or weaknesses in areas of learning, particularly mathematics.
- The childminder is in the early stages of using observation and assessment and as a result there are some missed opportunities to promote children's learning in some areas, and to identify and narrow gaps in their development.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 sampled documentation.
- The inspector observed child and provider in the play area.
- The inspector asked questions regarding the childminder's practice.
- The inspector read parents views that they had left for purpose of inspection.

Inspector

Maria Conroy

Full Report

Information about the setting

The childminder was registered in 1998. She lives with her husband, one adult child and one child aged 12 years in Ickenham, in the London Borough of Hillingdon. The whole of the ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is currently caring for four children on part time basis of those only two are on the early years age group. The family has two dogs.

What the setting needs to do to improve further

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

- assess risks or hazards which may arise for children on outings; identify the steps to be taken to remove, minimise and manage those risks and hazards.
- improve the educational programme for mathematics by incorporating opportunities with the activities provided for children to understand how one thing can be shared into a number of pieces, for example a pizza, and introducing the opportunity to talk about the shapes of everyday items in the environment such as a circle and triangle.

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

- improve the effectiveness of self-evaluation, to include contributions from children, parents and carers to clearly identify areas for improvement
- improve ongoing observations and assessments on children to consistently identify any gaps in learning and to support continuous planning.

Inspection judgements

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

The childminder has recently updated her knowledge of the Early Years Foundation Stage. As a result, she is beginning to understand and implement planning for children's development across the different areas of learning. She is beginning to make observations and use this information to identify where children are at in their development. The childminder knows children's interests and provides sufficient experiences and resources to engage and motivate children to learn. The childminder is aware of the checks for two-year-olds. She will use these to share information with parents, to provide a summary of their child's development. Overall, children generally show the characteristics of effective learning. They represent their experiences in role-play, concentrate on what they do and find ways to solve problems. The skills children acquire sufficiently prepare them for moving on to their next place of learning such as school or pre-school.

Children enjoy taking part in role-play. They sit the dolls down for their lunch and are encouraged to count them as they do so. Children give each doll a piece of pizza; however, the childminder does not always extend children's learning. For example, they are not encouraged to identify how one thing can be share into a number of pieces or discuss the shape of the pizza before they cut it and afterwards.

The childminder verbalises to describe and support what children are doing by offering a

running commentary. For example, by saying 'We need to find the babies some lunch, can you find some in the box?' Children enjoy listening to familiar stories and exploring books, which supports children's developing language. Children have opportunities to make marks using pencils to draw around their hands. They compare their hand with that of the childminder. Although children are beginning to use mathematical language, such as big and small, the childminder does not extend their knowledge by helping them to identify and name shapes they see in everyday play. Children use different materials to express themselves such as pencils and crayons, which they use to draw circles that they create into ladybirds.

Children's personal, social and emotional development is suitably supported. They choose from the range of toys available, promoting their independence. The childminder encourages them to talk about their feelings using the happy and sad faces they have made from paper plates. Children are encouraged to develop their physical skills through a range of indoor and outdoor activities. They enjoy walking and running in the park, they are encouraged to put their coat on when getting ready for going out and to eat independently with their spoon and fork at lunchtime. Children are learning about the world in which they live. They regularly go to the park, look at leaves and talk about the different seasons. They take part in a baking session where they learn about the changes that happen to the cake mixture as a result of the cooking process. Children have some opportunities use simple technology as they press the button on the road crossing, to wait for the green man to appear.

Parents receive regular verbal updates about how their child has been and what they have been doing. Parents comment they are happy with the care provided. They feel the childminder has built trusting relationships with them and has provided emotional support for their children, to adjust to different situations. Parents also feel the childminder is good at communicating feedback and news from school and her time with the children.

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

Children feel secure because the childminder has formed trusting relationships with them. The childminder finds out about their individual needs and supports each child as required. Children are encouraged to explore and investigate their surroundings both in the home and on local outings.

Children are encouraged to have good manners, and behave well. The childminder is a positive role model, talking to them in a calm manner as she asks them about their day. Children have suitable opportunities to play and interact with other children and learn to share and take turns.

The childminder provides children with healthy snacks and food. She has begun to plan activities to help children learn about healthy foods. For example, helping children to recognise and name fruits and vegetables, and tasting them. She encourages children to engage in daily outdoor play and take regular walks. Children are encouraged to wash their hands before they eat and cross infection is minimised by having individual towels for

each child to dry their hands. The childminder works in partnership with parents to plan for children's next stage of development, such as potty training.

Children are suitably prepared for their transition to reception class. They become familiar with the route taken and the school itself as they help to collect the older children. The childminder works with parents to pick up children at the appointed time during their settling in period with the school. She engages in conversation with children talking about what they have done at school, their friends and the books they have chosen to bring home.

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

Systems in place for self-evaluation are not successfully established. They have yet to clearly identify targets that will further improve the outcomes for children and do yet include the views of parents. The childminder has identified that she needs to improve on some aspects and has taken some action to make changes. For example, she has sought advice from other childminders whose practice is outstanding. The childminder is keen to improve her skills and has recently attended training, which she has begun to put into practice. For example, she is intending to improve the systems to plan for children's individual learning needs. She has identified the need to review her training needs and plans to complete safeguarding training.

The childminder understands her responsibilities in relation to safeguarding. Risk assessments are undertaken and the childminder reviews certain aspects when there are changes. For example following the installation of the new kitchen. However this is not consistent, in all aspects of practice; as a result risk assessments and procedures for outings are not been reviewed and updated.

The childminder uses children's interests to decide on what items she should add to her collection of resources. Her knowledge of the understanding of the learning and development and safeguarding and welfare requirements is in the very early stages, as a result, some systems in place are less secure. The childminder is aware of her responsibilities in relation to working in partnerships with other agencies if children require this input. She has links with the early years development workers who she would use as a resource to direct to any interventions required.

The childminder has a positive partnership with parents. There are systems in place to obtain key information about each child before they begin their placement. This enables the childminder to provide for their individual needs, which helps them to settle well. There is constant exchange of information between the childminder and the parents of children enabling her to be aware of any relevant information. She then uses this information to plan as to how she can support children through different events in their home life such as the arrival of a new baby.

Partnership with professionals where children attend other settings is effective. The

childminder has sought copies of activity plans to enable her to extend children's learning by incorporating the identified areas into her planning. The childminder uses books sent home from school to support children in their early reading skills.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	138874
Local authority	Hillingdon
Inspection number	883479
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	06/06/2011
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 that are usually their 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

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