

## **Inspection date**

Previous inspection date

25/09/2012

Not Applicable

## **The quality and standards of the early years provision**

### **This inspection:**

3

Previous inspection:

Not Applicable

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**

- Children learn to respect and value others because the childminder manages their behaviour well. She is clear and consistent in her approach enabling children to recognise the boundaries and expectations.
- Children can choose from an appropriate range of toys and equipment for their age and stage of development. The childminder actively joins in their play.
- Children have opportunities to develop an awareness of healthy lifestyles. They walk to and from nursery school and collect older children from school. They stop off at the park to use the larger equipment to challenge themselves physically.

### **It is not yet good because**

- Children's independence is not always fully promoted and they are not always helped to recognise danger within the environment.
- The childminder completes observations and takes photographs to support her in making assessments of the children's progress. However, this system does not successfully identify the next steps in children's development across all areas of learning or provide opportunities for parents to share information about their child's progress at home.
- Although children have some opportunities to initiate early writing skills, they are not fully encouraged to write for a purpose.

## 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

- Discussion with the childminder at different times that fitted in with the needs of the children.
- Observations with the childminder and children after lunch.
- The inspector looked at children's learning journeys, the policies and procedures and children's records.

## Inspector

Lorraine Sparey

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and three children aged five, four and two years in Feltham in Middlesex. The whole of the ground floor of childminder's house is used for childminding and there is a garden for outside play. A bedroom on the first floor will be used to provide overnight care and if children require a sleep during the day. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently two children on a roll; one in the early years age group and one school-age child. The childminder is registered to provide overnight care. The childminder walks to local schools

to take and collect children.

### **What the setting needs to do to improve further**

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

- develop the educational programme for literacy by supporting children in recognising and writing their own names, noticing and encouraging the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says 'I'm writing'
- ensure observation and assessment is used to understand children's level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations, and encourage parents to share information about their child's progress at home.

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

- support children's growing independence as they do things for themselves such as feeding themselves at mealtimes
- improve children's understanding of staying safe by helping them to understand their rights to be kept safe by others, and encourage them to talk about ways to avoid harming or hurting others.

### **Inspection judgements**

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

The childminder demonstrates a sufficient knowledge of the seven areas of learning. She provides different activities to help children make steady progress. For example, they regularly visit the library where they have the opportunity to look at books and read stories. They visit the local children's centre where they can socialise with other children and participate in different activities. The childminder recognises children need a balance of adult-led and child-initiated play and learning opportunities. She picks up on children's requests to paint. However, the resources provided such as dabbers do not enable the children to use paint brushes and explore. The ink dries quickly and does not give them opportunity to paint using their imagination. The childminder suggests that they need to put their names on their pictures but does not encourage the children to attempt this.

Children are encouraged to count and recognise numbers, letters and objects on flashcards. They excitedly call out the different numbers that they recognise such as six, five and four and objects that they see, such a cow and zebra. They generally take turns and cooperate. In general, children are independent in their self-care. However, at times

they are not always encouraged to develop their independence. For example, by feeding themselves at lunchtime and getting ready to go to school.

The children's development records are in the early stages and not linked to the areas of learning. There is no evidence of how these are used to identify and plan the next steps, or how parents are encouraged to contribute. They are predominantly a pictorial account of different activities that the children enjoy. The childminder is able to talk about some areas that she is working on with the children. For example, she is encouraging children to socialise with others. However, this information is not used to make sure that children are sufficiently challenged in all areas of their learning and development.

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

Children are developing warm and trusting relationships with the childminder and her own children. They are growing in confidence as they approach her for support in their play and learning. At times when other children's behaviour impacts on them they are confident to talk to the childminder. She manages behaviour well and gives clear and consistent messages about what is expected. For example, they know they should share the toys and equipment. Children benefit from her good use of praise. On occasions, children behave in a way that is not always safe. For example, jumping up and down on the bed that is close to the window. The childminder explains some safety issues such as when there are lots of toys on the floor the children are liable to slip and hurt themselves.

Children are encouraged to learn about healthy lifestyles. They are generally independent in their personal care. They are beginning to recognise when they are tired. Children walk with the childminder to the nursery school and to collect older children from school. This provides them with plenty of opportunities to be in the fresh air, and exercise. The childminder provides healthy food options and encourages children to make good choices such as fruit. However, children are not always reminded about good habits. For example, a child licks a piece of fruit before putting it back in the communal bowl.

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

The childminders knowledge of safeguarding the welfare requirements is developing. She is aware of the procedures to follow in the event of a concern. She has devised policies and procedures to help parents understand her role. The childminder has completed risk assessments and identified the majority of risks. However, at this current time the garden is not secure. The childminder states that she constantly supervises children to minimise the risk and is in the process of making the area safe. The childminder is committed to improving her knowledge and understanding of all aspects of the Early Years Foundation Stage, recognising she is in the early stages of childminding. The childminder has attended a variety of workshops to support her in improving outcomes for the children. For example, a workshop about the two-year progress check. Following this, she feels that she is confident to complete them when she is caring for children in that age group. The

childminder meets with other childminders and professionals at the local children's centre where they share good practice.

The childminder has positive relationships with parents and they informally share information on a regular basis. They have opportunities to talk about their child's progress through discussing the observations. Parents state that their children's behaviour has improved and they are developing confidence. The childminder is beginning to share information with other early years providers that the children attend. She had had initial discussions and recognises that they need to include information about what the children can do and where they need support.

### 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

<b>Unique reference number</b>	EY442256
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	786398
<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>	3
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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