

Inspection date	08/10/2012
Previous inspection date	18/11/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 are happy and settled in the childminder's care. They develop their independent learning skills as they move freely and choose toys.
- Children have access to an ample range of resources and opportunities that develop their understanding of their community and the wider world.
- The childminder monitors children's communication and language development carefully and interacts well with them to help them develop their skills.

It is not yet good because

- The childminder has not fully developed arrangements for sharing ongoing information with parents regarding their child's learning and development so this can be continued and supported at home.
- Systems for assessing children's learning and development do not fully identify or plan for their next steps, so children's progress across all seven areas of learning is too variable.
- Although children have ample opportunity to play outside, they are not always encouraged to use their senses fully.

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 had in-depth discussions with the childminder relating to her knowledge and understanding of safeguarding and welfare, learning and development.
- The inspector looked at all areas of the premises that are used for childminding, which included the safety in all rooms. She also looked at documentation that included policies procedures and written observations
- The inspector observed childcare practice and opportunities provided to the minded child that was present.

Inspector

Patricia Edward

Full Report

Information about the setting

The childminder registered in 2000. She lives with her husband, two adult children and one school age child in the London Borough of Hounslow. The home is close to shops, parks and transportation links. The upstairs bathroom and the whole of the ground floor of the childminder's house are used for childminding purposes. There is an enclosed rear garden for outdoor play. The childminder is registered on the Early Years Register and the

compulsory and voluntary parts of the Childcare Register.
There are currently three children on roll. Of these, one is in the early years age group.

What the setting needs to do to improve further

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

- consider the individual needs and stage of development of each child and use this information to plan a challenging experience in all of the areas of learning.

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

- develop children's understanding of the world by talking to them about their responses to sights, sounds and smells in the environment and what they like about playing outdoors
- improve the systems for sharing information with parents regarding their child's progress and how they can guide their child's development at home.

Inspection judgements

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

The childminder has a satisfactory knowledge of the learning and development requirements and the seven areas of learning. She provides a varied range of activities and experiences that the children enjoy. The childminder has built up appropriate relationships with the children, which helps ensure she knows their needs and interests. For example weekly trips to the playgroups and drop-ins, encourage children to meet a wider set of children and adults. This fosters their personal, social and emotional development. All activities provided generally support children's learning so they are making suitable progress in their development. Most of the play activities are child-initiated, except for organised trips to the garden and wider community. The childminder participates in all activities that the children are involved in at their own level. Children enjoy participating in physical play in the garden and also have other learning experiences, such as making marks. For example, children enjoy painting the wall with water outside, where as they watch the water disappear they say it is 'magic!' The childminder does not always use these opportunities to encourage children to use their senses fully by talking about why this happens and what they can see. She has a positive attitude towards diversity and provides ample play materials and opportunities to promote children's understanding of this. For example, play figures, books and dressing-up clothes. As a

result children are developing an understanding of the world and their local community. They visit various places of interest such as farms, where they learn about animals and their needs. Within the home they also have access to a suitable range of resources and opportunities that include acknowledging and learning about Christmas, Eid, Chinese New Year and Diwali.

Children are kept appropriately occupied because the childminder changes toys and activities regularly throughout the day. This helps maintain their interests and concentration. The childminder gets down to the children's level during play. Children are able to move freely around one of the main rooms used for minding and they have space to sit and play in comfort. Children's communication and language skills are developing satisfactorily. The childminder consistently talks to them about what they are doing, encouraging their language skills and learning through play. She is mindful of how children learn and develop at different rates and is proactive in discussing any concerns she may have with parents. The childminder spends time talking to children and acknowledges their words, sounds and gestures as they develop their communication skills. This further builds confidence in their developing language skills. She encourages children to count, name objects, shapes and colours in books, which they enjoy looking at with her. Children are encouraged to use mathematical language as they build towers, as the childminder asks 'Is it getting taller?' Children have regular opportunities to develop their expressive arts and design skills. They enjoy creative activities such as painting, sticking and making chapattis out of play dough. All these experiences help children develop appropriate skills for the next stage in their learning.

The childminder has started to observe the children during their play and is linking these to the seven areas of learning. However, these are not used to full effect to identify the next steps in children's learning. Nonetheless, children make satisfactory progress due to the childminder's support and interaction as they engage in a wide range of activities. The childminder gains information from parents regarding children's likes and interests when they start in the setting. The childminder keeps parents informed about the range and type of activities and experiences provided for children, through daily discussion. She also explains that parents can look at their children's learning folders if they request this. However, parents are not encouraged to be fully involved in their children's learning and development to enable them to build on and continue learning at home, or have a regular review of their children's progress across all areas.

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

Children are content and have developed a warm relationship with the childminder, which helps them feel safe and secure in her home. Children are learning the importance of adopting healthy lifestyles. Currently the childminder provides healthy snacks throughout the day such as fresh fruit, breadsticks and chapattis. Children take part in cooking activities such as making pizzas. During these times, children can create their own pizzas through selecting their own healthy toppings, such as sweetcorn, cheese and tomatoes. The childminder keeps a record of children's dietary needs, to help ensure she supports them appropriately. Children routinely wash their hands before and after eating. The

childminder has implemented a sick children's policy to make sure children who are unwell do not attend to minimise the risk of cross-infection. Children also benefit from good routines that enable them to experience regular fresh air and exercise as they participate in activities in the garden, regular outings and visits to groups and drop-ins. The childminder organises her home sufficiently to make certain it is clean, welcoming and somewhat child centred. She has organised the kitchen dining room area well. There are open front storage units that hold a multitude of equipment that children can access independently.

Children have developed a good relationship with the childminder. For example, they freely approach her for reassurance and assistance, and enjoy lots of hugs and cuddles during play. This helps them to feel settled and secure in the childminder's care. The childminder is calm and gentle, which impacts on the children, whose behaviour is age appropriate. She uses a lot of discussion which helps children to learn about expectations of their behaviour. As a result, children respond well to the childminder's requests and follow the daily routines well. They help tidy away toys before lunch which helps them to develop a positive contribution to their learning environment. Children are able to move freely and safely as the childminder makes sure the play space is clear. The childminder organises her home well and makes appropriate use of the time that children attend. As a result children use a satisfactory and varied range of age-appropriate equipment and play resources. They also have regular opportunities to be involved in activities in the garden and in the wider community.

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

The childminder has appropriate systems in place to safeguard children. She has a sound understanding of the signs that may indicate a concern and has clear understanding of the procedures to follow if she has such concerns about a child's welfare. Adults living in the home have been vetted to make sure they are suitable to be in the presence of children. The childminder completes checklist risk assessments of her home prior to children arriving in the mornings. This ensures the premises are safe for the children. The children regularly practise fire drills with her to develop their understanding of what to do in the event of a fire. She has completed a general written risk assessment for walks in the local community. The childminder promotes children's safety on outings by taking first aid kit and parents' contact details with her. She also ensures children wear fluorescent jackets so they are visible at all times.

Positive relationships with parents develop because the childminder updates parents about their child's care through daily discussion. She also sends home the children's creative work to enable them to see what their child has been doing. Parents comment they are happy with the quality of service and care their children receive. The childminder holds a wealth of knowledge relating to children's health and well-being. The childminder has a detailed range of policies and procedures that she shares with parents so that they understand the day-to-day operation of her service. Currently there are no children in the early years age group who attend other early years settings. However, the childminder

demonstrates a positive attitude towards working in partnership with these settings in the future in order to support and complement children's learning and care.

The childminder shows she is driving improvement and has completed the actions from her last inspection. She has improved her documentation to include a record of children's daily attendance, and implemented a system for monitoring the safety of the home. She also now makes certain she obtains written permission from parents prior to administering medication. The childminder has improved the learning and development environment by providing age-appropriate activities for children and recording sensitive observations on their development. She has not extended this to plan fully for their next steps in learning. Nonetheless, all these developments have improved the learning and development, and safety and welfare of children. The childminder has begun to reflect on her practice and has identified some strengths and areas for development. The childminder has a positive attitude to training and also attends local authority forums to keep herself abreast of developments within the early years field.

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	116084
Local authority	Hounslow
Inspection number	768201
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	18/11/2011
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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