

**Inspection date**

08/11/2012

Previous inspection date

23/05/2012

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

**This inspection:**

2

Previous inspection:

Met

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 supports children's learning well as she shows good childcare skills as she plays with and talks to the children. She develops and encourages their communication, physical and social skills well so they make good progress.
- Children settle quickly as the childminder is affectionate and caring and she quickly develops close bonds and secure attachments with very young children. She provides a good range of toys and equipment that are easily accessible so children can make good progress in all areas of development.
- The childminder develops strong partnerships and communicates effectively with parents. This means they share a good understanding of children's needs and it enables her to provide consistent care. The childminder keeps parents well informed about children's care and learning.
- The childminder reflects on her practice and makes changes as needed. She has plans for improvement and attends training to improve her knowledge and skills. She is enthusiastic and keen to improve her knowledge and skills through completing a childcare qualification.
- The childminder responds positively to the inspection process and makes effective changes to improve her practice.

**It is not yet outstanding because**

- The programme for language and literacy is not fully effective, as babies do not have

access to a wide variety of interesting books, including homemade ones.

- Children do not see themselves displayed in pictures around the room to increase their sense of belonging and provide opportunities for increasing language and communications skills.
- There are limited opportunities for children to explore a variety of natural and sensory materials and resources, such as in treasure or exploratory baskets.

### **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 observed the childminder's care of the children during the inspection.
- The inspector talked to the childminder about various aspects of children's care, and the childminder's understanding of how children learn and develop.  
The inspector reviewed children's records relating to the Early Years Foundation Stage, including children's development records and observations. Relevant documentation, records and policies were sampled.

### **Inspector**

Carol Willett

## Full Report

### Information about the setting

The childminder registered in 2003. She lives with her husband and three children, one of whom is at primary school and the other two at high school. They live in a house in Bedfont, Middlesex. The whole of the childminder's house is available for childminding. Children play on the ground floor. There is an enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three child on roll, one of whom is in the early years age group. The childminder is a member of the National Childminding Association. She is working towards a level 3 childminding diploma.

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

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

- extend the range of materials, resources and sensory opportunities in the home for younger children and babies, such as with treasure baskets to enable them to explore colour, texture and space.
- enhance the programme for language and literacy by providing a wide range of stimulating age appropriate books that include flaps and textures and include homemade ones of children's families and familiar objects and places.
- provide opportunities for children to see themselves displayed in pictures around the room to increase their sense of belonging and develop language and communications skills.

## Inspection judgements

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

Children make good progress and settle quickly as the childminder has good childcare skills. She uses information gained from parents initial meetings to assess and plan for children's progress from their starting points. She has a rapidly increasing knowledge of the Early Years Foundation Stage and delivers all areas of learning effectively. She

organises her home well so children can play and explore in comfort and safety. The childminder gets to know children well, and provides toys and equipment to suit their stage of development. She observes children's achievements and tracks their progress well in their learning journals. The childminder is attending training on implementing the two-year assessment. This will enable her to give parents a summary of their child's development at that age. Parents are encouraged to contribute to the learning journals with 'wow' moments and things done at home. This means the childminder can provide activities to include children's interests.

The childminder is skilled at developing children's communication skills. She sits on the floor to support children's play at their level. The childminder is skilled at recognising non-verbal language, such as baby's gesture and facial responses. She responds well to young children by copying their movement so they develop an understanding of early communication and language. The childminder knows how to develop children's language effectively. She constantly chatters and sings to the children and they respond with smiles, gurgles and cooing. Young children begin to show an interest and enjoyment in books. However, the childminder does not have a wide variety of books for very young children to maintain their interests and literacy development. The childminder sings nursery rhymes and songs with actions including some in her home language. This enables children to have good opportunities to learn about diversity and enjoy other languages.

Babies' physical skills are developing well as they reach for overhead toys on the baby rocker. They respond with interest by turning their heads as the childminder shakes rattles around them. The childminder provides tummy time to encourage them to reach and roll over. She is aware of how to create a good balance of adult-led and child-initiated play. The childminder has a good understanding of how young children learn and she continually offers different toys to keep them interested. For example, they enjoy musical activity toys. However, the childminder is not fully aware of the benefit of the use of natural materials in treasure baskets to allow children to explore a wide range of textures, natural and sensory materials. Children have a good variety of outings as they attend toddler groups walk to schools and visit with other childminders. This encourages their social skills and understanding of the world. Children do not see themselves displayed in pictures around the room to increase their sense of belonging and provide opportunities for increasing language and communication skills.

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

The childminder provides good childcare that effectively promotes the well-being of children. She has a caring affectionate manner with lots of cuddles for babies so they feel secure as they separate confidently from their parents. Children clearly feel safe as they snuggle with the childminder to have their bottles and happily fall sleep in her arms after playing. The childminder is calm and relaxed so children play happily and are relaxed as a result. She provides a suitable range of age appropriate activities, resources and equipment. This includes pushbutton activity toys and overhead playthings on bouncy rocker chairs so children are engaged in purposeful play as they reach for the toys.

The childminder organises her home well so children can be independent as they have easy access to a good range of low-level toys and equipment. The childminder has good childcare skills and quickly gets to know the children. She liaises well with parents to provide consistent care and daily routines. She recognises babies' non-verbal communication, knowing when they need a nappy change, feed or sleep, and she responds rapidly. Children are also able to take risks when learning new skills, such as reaching for toys and rolling over during tummy time. Children grow in confidence as they learn that their persistence pays off. For example, they gurgle, smile, and wave their arms which results in eye contact, smiles and chatter from the childminder.

Children play in a clean well-maintained family home as the childminder has good hygiene routines. The childminder has a good understanding of healthy diets though parents currently supply milk formula for their babies. The childminder knows how to store and prepare babies bottles to promote good health. Young children get lots of fresh air as they go out daily in the pushchair to collect older children from school. They can enjoy outdoor play in parks, the garden and outings as they visit other childminders and children. Overall, there is a wide range of resources and the childminder provides an effective learning environment. This means that children make progress in their development and have good opportunities to prepare for the next stage in their learning.

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

The childminder understands her responsibility to protect the welfare of the children as she has a secure knowledge of local child protection procedures. She shares her written policies, including safeguarding and complaints policies, with parents so all are aware of her responsibilities. Children stay safe as the childminder completes daily checks of her home, toys and equipment. She takes positive steps to minimise hazards, for instance, she has a safety gate on her stairs, locks the front door and has removed the greenhouse from her garden. She regularly reviews her risk assessment records to make sure her home continues to be suitable and safe. For example, she has identified the need to secure the water butt lid that has blown off in the wind. The childminder closely supervises the very young children in her care including when she prepares their bottles and they sleep. The childminder maintains her records efficiently as she has a good knowledge and understanding of the Early Years Foundations Stage requirements.

The childminder responds positively to the inspection process, taking good steps to meet recommendations for improvement regarding her documentation. She attends childminding meetings and workshops, including safeguarding, and implementing the two-year-old progress check. She makes good use of the publication 'Development Matters in the Early Years Foundation Stage' to assess and plan for children's learning. The childminder has a good understanding of how to monitor children's physical, social and communication progress across the areas of learning.

Though the childminder has only been minding for a short period, she has good procedures for monitoring her practice. She uses the Ofsted self-evaluation form and ably

identifies areas for improvement and her own training needs. She uses feedback from parents and observes the children well, which gives her a good awareness of her strengths. The childminder is completing a childcare qualification course, as she is keen to develop her knowledge and understanding.

The childminder builds effective relationships with parents. She works closely with them to provide a flexible settling in process and develop a good awareness of children's daily routines. This helps prepare children for the transition into the childminder's home. The childminder works closely with parents to cater for each child's needs in order to provide consistent care. She shares information daily about children's care needs and plans well for their learning and development. The childminder has a secure awareness of the need to work with other agencies or early years settings who may be involved in the children's care. However, children currently only use her care.

### 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>	EY276203
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	822916
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/05/2012
<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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