

Inspection date

14/11/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Partnership with parents is effective. The childminder constantly informs them about their child's learning and she fully supports parents in helping their child develop successfully.
- The childminder has a secure understanding of how children learn. She provides a variety of interesting activities to provide an effective education programme across all areas of learning.
- The childminder makes creative use of her home to provide a stimulating, well-resourced, welcoming environment, both indoors and outdoors.

It is not yet outstanding because

- Children are not always supported to let others know how they are feeling. This does not fully extend their personal, social and emotional 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 observed the childminder engaging in a variety of activities with the children.
- The inspector sampled documentation.
- The inspector gained the views of parents about the service they receive.

Inspector

Maria Conroy

Full Report

Information about the setting

The childminder lives with her husband and their school age child in West Drayton in the London Borough of Hillingdon. Children have use of all areas within the home. There is a fully enclosed rear garden for outside play. The childminder holds a Diploma in Nursery Nursing, a recognised childcare qualification. She is currently caring for six children, of those two are in the early years age range. She is able to provide care for children overnight. She works with an assistant on occasion. The childminder is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare register.

What the setting needs to do to improve further

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

- extend children's personal, social and emotional development by providing photos and pictures of emotions for children to look at and talk about and put in place ways in which children can let others know how they are feeling, such as pegging their own photo onto a feelings tree or making a feeling faces washing line.

Inspection judgements

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

Children are making good progress in all areas of learning. The childminder supports them by assessing their progress and planning effectively for their individual learning needs. As a result, children are interested and keen learners who display the characteristics of effective learning. They enjoy a wide range of new and exciting experiences which reflect their interests and encourage them to become involved. The childminder supports children to explore, joining in when children need support but allowing them to have space to investigate for themselves. Children are encouraged to make predictions and find ways to solve problems which enables them to think critically and be creative.

Children enjoy mark making for different purposes. They use different types of resources such as chalk to design a picture of a firework display and make 'mehndi' patterns using felt tips on the hand prints they have painted. Children thoroughly enjoy listening to music; they sing familiar songs as they splash about in the water and fish for sharks. The childminder talks about what children are doing, enabling them to link words to actions. The childminder listens carefully to what children have said, extending the vocabulary they have used to introduce new words. This promotes their communication and language skills.

Children engage in an exciting range of activities to promote their physical development. For example, they dig in the sandpit with tools and pour sparkly water from one container to another. The childminder supports children's personal, social and emotional needs generally well. Children separate from parents with confidence and happily wave good bye. They have developed positive relationships with the childminder which helps them to become self assured. Although there are opportunities for children to read books about emotions and complete puzzles reflecting their feelings, there are fewer opportunities for children to let others know how they feel. This does not fully extend

their emotional development. Children's good progress in the prime areas of learning ensure they have the necessary skills for their next steps in their learning. The childminder effectively supports children's literacy skills. She has enrolled all children on the Book Start programme, thus introducing them to the world of books. They enjoy regularly visits to the library and also enjoy stories from the wide range of books in the home. Children have lots of opportunity to see print in their environment with words displayed around the playroom and on the boxes where the toys and equipment are stored.

A wide range of activities helps children's understanding of mathematical concepts. They play hopscotch which helps them learn to count and enables them to see numbers in their environment. They count the trains on the track and do simple calculations as they find out how many they have if they add one more. Older children enjoy reading stories to the younger children about Rama and Sita for the celebration of Diwali. Younger children use the puppets they have made to illustrate the story. This helps children learn about different communities and understand the world in which they live. There are many opportunities for children to create and design and they enjoy dancing to familiar songs and learning new dance moves. They enjoy a variety of role play, including being doctors; they put bandages on the dolls and read books about going to hospital.

Partnership with parents is successful. The home link books keep parents up to date and there are good opportunities for parents to share information about what the child has been doing at home. This enables the childminder to plan specific activities to support learning or events going on at home. A detailed newsletter keeps parents informed of the planned events and activities. An informative notice board provides additional information for parents and a secure online programme enables individual parents to access photos of their children participating in the exciting activities available. Parents comment the support the childminder gives their children is excellent.

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

Children use an excellent range of good quality toys and equipment, which supports their all round development. The childminder is creative in the use of the play space and makes full use of every area to support children's learning. The resources are clearly labelled and well organised to enable children can make independent choices as to what they want to play with. The childminder offers regular opportunities for children to participate in outdoor activities. This supports children who learn best in an outdoor environment.

The childminder promotes children's independence within a safe environment. Children are learning to stay safe by following clear boundaries, for example staying close to the buggy when walking in a busy area and having a little bit more freedom in the enclosed space of the park. Children wear fluorescent jackets in the darker evenings on the way home from school and they regularly take part in fire drills. During activities children are learning to use a range of tools safely, such as scissors, and to sit on their chair properly. Younger

children confidently tell the childminder they do not go in the kitchen area and she explains the reason for the gate being across the door.

Children are learning about a healthy lifestyle. The childminder provides children with nutritious snacks and discusses making healthy choices; they enjoy eating their grapes and satsuma. Young children demonstrate they follow good hygiene procedures; they independently take themselves to the bathroom and confidently turn the taps on and wash their hands. Children enjoy both indoor and outdoor play. They balance on beams, dance to music, take part in an obstacle course and bounce on the trampoline, which supports their physical development.

Children are beginning to form trusting relationships with the childminder who provides a very secure environment. Home visits are undertaken so the childminder gets to find out about their home lives, so she can support their routines in her home. Children are learning to share and take turns and socialise with other children at the various groups they attend.

Children are gaining the key skills they require to move onto their next stage of learning. They gain confidence to enable them to engage in a range of activities that are new and exciting. The childminder promotes their self esteem through the lovely photos displayed around the play area showing children taking part in the wide range of activities. Children confidently display their art work they have produced enabling them to share it with their parents when they arrive.

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

The childminder is newly registered and processes for evaluation of her practice are still very much in their infancy. She is very keen and motivated to improve her skills and provide a quality service. She has already attended some training and identified long term goals, to gain a higher level qualification and attend more short courses to support her in her new career. The childminder is proactive in organising her service. She has already arranged back up childminders who the children know, to care for them while she is on maternity leave. The childminder is very much in constant communication with parents, particularly in these early days to help ensure she is meeting their child's needs. She seeks the views of parents through the home link book and has plans to gain more specific views of the service once children have attended for a bit longer.

The childminder understands her responsibilities in relation to safeguarding. Both her and her assistant have attended training in this area which supports their understanding of what to do if they have concerns about a child. She makes risk assessments and uses these to identify and minimise any hazards. Daily visual checks are undertaken on all areas of the home to check they are safe to use. Effective policies and procedures are in place, which inform parents about the day to day running of the provision.

The childminder has a secure knowledge of how children learn. She is aware of children's individual interests and the areas where they require more confidence and support. Lovely, well-written observations show the children engage in a wide range of activities designed to meet their developmental needs. The childminder uses her observations to identify the next steps in each child's learning and is creative in devising activities to support this. For example to help children learn to climb steps, she took them to the local tube station where they could reach the hand rail, as they were unable to reach the one in her home. The childminder has begun to use tracking documents to monitor the progress children are making and help her monitor the effectiveness of the educational programme.

The childminder liaises with the parents to work in partnership with other professionals to support the children's individual needs. She is aware of the need to share information with other providers if children attend more than one setting to promote a shared approach to their care and learning.

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	EY446081
Local authority	Hillingdon
Inspection number	798307
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	Not applicable
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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