

Inspection date

Previous inspection date

14/12/2012

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

- Children feel safe and secure with the childminder. She provides a caring and loving environment where children have familiar routines and talk about their home life.
- Children talk regularly and confidently with the childminder and each other. They progress well in their learning, for example, extending their vocabulary as they enjoy talking about their time at school.
- The childminder assesses the risks to her premises well and minimises these. This means children are able to use all areas of the downstairs and garden for their play safely.

It is not yet outstanding because

- Children are not always helped to maximise skills, manage risks and further develop independence by learning to use a wide range of tools and resources safely.

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 activities in the main downstairs areas.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at the children's learning journeys, planning documents, the childminder's self-evaluation and a selection of policies and procedures.

Inspector

Rebecca Hurst

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner, adult child and adult nephew in Feltham in the London Borough of Hounslow. Childminding takes place on the ground floor, which includes bathroom and sleep facilities. There is a fully enclosed garden for outside play. The home is situated close to schools, shops, parks and other amenities. The family has two cats, a dog and keep racing pigeons.

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 and of these two are in the early years age range. The childminder also cares for her grandson.

What the setting needs to do to improve further

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

- encourage children to manage their own safety and extend their skills and independence by enabling and showing them how to use tools, for example, cheese graters and cooking equipment.

Inspection judgements

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

The childminder plans well to meet the children's individual needs. The childminder uses each child's observational assessments to plan for their next steps of learning. She links these to the seven areas of learning. This enables the childminder to track the children's progress and to see if there are any areas, she needs to work on with the children. The childminder makes good use of the children's artwork and photographs to enhance the written observational assessments. Given the children's starting points, they are progressing well with their learning and development.

The childminder is skilled in adapting the activities to meet all the children's individual needs and for their differing stages of abilities. Children enjoy making meals. The childminder listens to the children's wishes and gets ingredients in for them to make their own pizzas. They talk about the shapes of the bases and describe the texture and feel of them. This enhances children's language skills. The children use different utensils such as plastic knives and spoons for them to spread the sauce over the base. However, the childminder has already prepared the toppings, grated the cheese and cut up the ham. Consequently, further opportunities to teach children about their own safety and enhance their skills by learning to use a wide range of resources and tools properly are not maximised. Children work with the childminder to find out the time needed to cook the pizzas. This helps them to learn that numbers can represent time.

The childminder is aware of the need to complete the two-year check when the need arises. She finds out from the parents what their children have been doing at home. She uses this information alongside her planning so she can enhance the children's learning

and development. The childminder also works well with the local schools the children attend. She finds out what they have been learning and what she can do to enhance their learning further. This provides good continuity of care for the children.

The childminder has a good use of open-ended questions. This allows the children to think about what they are doing and enhances their language skills as they describe what is happening. Children compare lengths of paper chains that they have made and talk to the childminder about the different lengths and look to see which ones are longer. This enhances their language and mathematical skills.

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

The childminder works well with the children to teach them about their health and well-being. The children enjoy making their own meals and they talk to each other during meal times about the lunches they have had at school. They tell each other about healthy foods and talk to the childminder about what they should eat to stay healthy. They have access to a wide range of activities to help them to understand the effect physical exercise has on their bodies.

Children learn about safety through regular fire drills and discussion about road safety. Children play and move around safely. They are considerate and help each other with resources during activities. They share well and talk to each other about their behaviour and what they should and should not be doing. Children behave well given their ages and stages of development.

The childminder works well with the children and the parents to help children settle. She finds out the children's likes and dislikes to make sure they are happy when they start. The childminder continues with this throughout the children's time in her care to make sure she meets their individual needs. The childminder has labelled the resources so the children can learn early word recognition. Resources are stored so the children can independently select what they would like to play with.

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

The childminder has a good understanding of child protection and how to safeguard the children in her care. Detailed risk assessments are in place and the childminder reviews these regularly. This means children are safe both in the home and on outings. The childminder shares her policies and procedures with the parents so they are fully aware of her legal obligations.

The childminder attends regular training to keep her up to date with any changes. She also looks at her practice to assess what training she needs to improve the service she provides. The childminder evaluates her provision well. She seeks the views of the parents and the children and uses these to shape the service she provides. She is able to highlight her key strengths clearly and the areas she is currently working on. As a result, the childminder's service is responsive to its users.

There is a good exchange of information between the childminder and parents to ensure children are happy, settled and making good progress. The childminder works well with the schools the children attend. She has recently been on a training course held by the school so she can work with the children on their reading. The childminder works well with parents to share their children's progress towards the early learning goals. The childminder is fully aware of her role in helping the children to progress with their learning and development.

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	EY447204
Local authority	Hounslow
Inspection number	804847
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	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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