

Inspection date

Previous inspection date

15/01/2013

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

- The childminder develops warm and secure relationships with the children.
- She encourages children to settle well obtaining clear information about their likes and dislikes from parents.
- The childminder provides a variety of resources and play experiences to help children make suitable progress in their learning and development.
- The childminder is experienced and has attended many training courses in the past; she is also very keen to attend further training to help her development.

It is not yet good because

- The childminder has not obtained parent's written permission for the administration of medication and risk assessments do not identify all areas.
- Observations, assessments and planning are not sufficiently developed to further build on children's learning, to ensure that they make the best possible progress.
- Planned activities do not always have clear learning intentions and as a result the childminder does not always extend children's learning further.

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 did observations with the childminder, co childminder and the minded children present in the lounge. The co-childminder completed a school run during the inspection.
- The inspector sampled documentation the childminder uses to support her practices.
- The inspector spoke with the childminders jointly at appropriate times throughout the inspection about the systems she has in place for observation, assessment and planning.
- The inspector read the parents' comments in a letter and in the comments book.
- The inspector discussed the process of self evaluation with the childminders jointly.

Inspector

Jennifer Devine

Full Report

Information about the setting

The childminder registered in 2012. She lives with her three adult children, one child in the older year's age range and one grandchild in the early years age group, in Hounslow in the London Borough of Hounslow. The childminder works with her daughter who is also a

registered childminder. The whole of the ground floor and one upstairs bedroom is used for childminding, and there is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder and co childminder has a total of seven children on roll of whom four are in the early years age range. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- ensure parents written permission is obtained for each particular medicine administered
- review the risk assessment to ensure it identifies aspects of the environment that need to be checked on a regular basis; in particular to ensure small items of toys are not accessible to babies

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

- make better use of on-going observation and assessment of each child's progress against all seven areas of learning; taking account of their age and stage of development and use this information to identify the next steps in their learning
- shape teaching and learning experiences by ensuring the learning intentions are clear to enable adults to fully support and extend children's learning as they play.

Inspection judgements

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

The childminder has a suitable understanding of the Early Years Foundation Stage Framework, and how to promote the learning and development of children. The childminder and co- childminder work together observing the children and make on-going assessments of their development. However, the systems to check and track the progress that children make across all areas of learning, do not always identify future learning targets.

The childminder clearly enjoys being with the children and sits with them as they play, interacting with them all the time and encouraging them to respond. Children enjoy an activity with the play dough and spend a short time exploring the feel of the play dough.

The childminder introduces equipment and shows children how to roll the play dough out flat. However, this planned activity does not have a clear learning intention and as a result the childminder does not extend children's learning further and they quickly lose interest. The childminder suggests to the children about doing a painting activity. They eagerly wait for this to be set up and spend some time creating their own pictures as they mix and blend the colours of paint together.

Young children's physical development is promoted as they enjoy visits to the park and local children's centre groups where they experience a different range of challenging equipment and meet new people. They can also play outside in the garden where they can play on the trampoline or enjoy digging in the sand.

The childminder has sound partnerships with parents. They are encouraged to share what their children can do and their daily care routines. Children are offered a gradual settling-in period where they become familiar with the home environment. This also allows time for the childminder and the parents to share further information to support the transition from home. The childminder ensures parents are well informed by daily verbal feedback, and through regular planned reviews. In addition, the childminder takes many photographs and sometimes records children at play, using a video and these are shared with parents. Parental comments indicate parents are happy with the childminder's service.

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

Children are cared for in a loving and caring environment where they feel secure to explore their surroundings. They have built up trusting relationships with the childminder and approach her during the day for reassurance and cuddles. As a result, children are happy and are making sound progress in their development.

The childminder provides a well-resourced, stimulating home environment. She provides a range of play resources and equipment that are stored within a child's reach. This provides easy access and encourages children to make choices and use equipment in different ways. Although the childminder supervises children, this easy access of toys means that very young children are able to reach some toys that are not suitable for their age. This aspect of the environment has not been included in the childminder's risk assessment.

The childminder promotes children's good health well. Good standards of hygiene in the home help to keep children well, and they are learning how to manage their personal hygiene effectively. For example, young children are helped to wash their hands before they have a snack and after painting. The childminder provides healthy snacks and meals. She encourages their independence during mealtimes encouraging them to feed themselves.

Overall, the home is safe and secure and the childminder has safety equipment in place, such as safety gates. The childminder practices a fire evacuation regularly and this ensures children develop an understanding of how to get out of the house in an

emergency. Children's behaviour is age appropriate and the childminder uses effective strategies to deal with any minor issues.

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

Overall, the childminder demonstrates a satisfactory understanding of her responsibilities in relation to meeting the learning and development requirements. However, she is in breach of the requirement relating to medication. Although she has kept a record of when medication has been given she has not obtained parents' written permission to administer each particular medicine. All other policies and procedures are in place to support the childminder's practices. The childminder demonstrates a sound understanding of the safeguarding procedures to follow if she was concerned about a child's welfare or safety. Parents sign consent forms in respect of childcare arrangements. For example, they give permission for their children to go on outings.

The childminder works with her daughter who is also a registered childminder. The children are cared for by both childminders equally, however this childminder takes the lead role in the organisation of play activities and experiences. The childminder is recently registered. She has completed a self-evaluation, to help her monitor the provision, and is keen to develop her skills further. The childminder already holds a level three childcare qualification but plans to attend further training to support her continuous development.

The childminder has a sound understanding of the Early Years Foundation Stage curriculum and has a reasonable knowledge of the characteristics of effective learning to support young children to investigate and try out new ideas. She has developed a basic awareness of observation methods. She understands the need to complete the two-year development check when the need arises. The childminder understands the importance of working in partnership with other providers and currently shares information with the local school where children attend and this promotes continuity of care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY438910
Local authority	Hounslow
Inspection number	800340
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8

Total number of places	6
Number of children on roll	7
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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