

Inspection date	05/02/2013
Previous inspection date	28/02/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 have ample opportunities to develop confidence, physical and social skills through weekly outings to gym club and visit to playgroups.
- Children learn to show care and concern for living things as they help to look after the many pets that live on the premises.
- Space and resources are organised well with the needs of the children in mind. Children are able to develop their independence as they can make choices about what they play with.
- The childminder develops positive relationships with parents, consistently consulting with them and sharing information about children's care.

It is not yet good because

- Younger children's emerging language is not sufficiently supported by the childminder.
- The childminder has not established suitable systems to ensure children's individual learning needs are accurately assessed and planned for.
- Information sharing and partnership working with parents does not include sufficient communication about children's learning and development to fully support children's progress.
- The childminder's use of self-evaluation is in its infancy. Systems are not yet sufficiently precise to help her identify priorities for improvement and how these will be achieved.

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 held discussions with the childminder about her knowledge and understanding of safeguarding and welfare matters and also children's learning and development.
- The inspector looked at all areas of the premises that are used for childminding. 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 2007. She lives with her husband and three children in Brentford, within the London Borough of Hounslow. The ground floor rooms are used for childminding and there is a fully enclosed garden for outside play. The childminder walks or drives to local schools to take and collect children. The family has dogs, cats, a parrot,

pigs and guinea pigs. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has three children in the early years age group on roll.

What the setting needs to do to improve further

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

- develop the use of observational assessment to identify and plan reflective next steps in children's learning. Make use of relevant support tools, for example the Development Matters in the Early Years Foundation Stage guidance, to assist in this process.

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

- improve the systems for sharing information with parents regarding their child's starting points and progress including how they can guide their child's development at home
- monitor reflective practice and self evaluation, to identify the setting's strengths and priorities for development that will continuously improve the quality of provision for all children.

Inspection judgements

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

The childminder has an adequate knowledge of the seven areas of learning. She provides a suitable range of activities and experiences that the children enjoy. Children are making satisfactory progress in most areas of learning and development. The childminder is generally aware of children's stages of development. However, she is not consistent in using her observations to accurately assess where children are in their learning and to plan for the next steps in their development. As a result she does not identify gaps in learning and development quickly and future planning does not always build on what children already know and can do. Although the childminder fosters two-way communication with parents information about children's learning and development outside the setting does not regularly take place. The childminder suitably ensures that there is a balanced range of adult-led and child-initiated activities to stimulate children's interests. Within the childminding setting children engage in free play activities mostly. During visits to playgroups and local drop-in centres they take part in more adult-led

activities.

Children have ample opportunities to develop their understanding of the world. They have access to technology equipment and interactive toys that help promote their recognition of cause and effect, numbers and letters. Children are developing a love and compassion for animals, as there are a number of animals on the premises. Children help to feed the pigs and enjoy playing with the kittens. They take part in regular trips out to local parks and playgroups where they have opportunities to mix with other children and to learn important social skills, such as taking turns and being kind to each other. However, children's communication and language skills are not fostered sufficiently by the childminder. Lack of verbal communication during activities to extend children's language restricts children's emerging language development.

Children's expressive arts and design skills are suitably fostered. They are able to express themselves creatively through a number of activities. For example access to small world and role-play resources to support their imagination. They also enjoy opportunities to dress up in favourite outfits, displaying their developing abilities to dress and undress themselves with some support. The childminder provides a satisfactory range of activities and experiences to support children in developing the skills necessary for starting school and the next stage in their learning. The childminder is aware of the need to implement the progress check at age two.

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

Children's personal, social and emotional skills are adequately fostered. They benefit from suitable settling-in procedures which are consistent with their home routines and help them settle and feel secure. Children display an appropriate sense of belonging and confidence in the childminder's home. They behave well, demonstrating that they are happy, and feel safe in the childminder's home. They have developed good relationships with the childminder's own children and enjoy playing together. The childminder organises the main play area well. There is an ample range of equipment and resources that are stored in storage units to encourage children to make their own choices. Equipment is suitable for their age and stage of development. There are resources, such as, dolls, musical instruments and books that provide positive images of diversity to help children learn about the wider world.

Children's physical development is suitably prompted as the childminder has an understanding of the benefits of physical play. She provides children with daily opportunities to enjoy fresh air and exercise. For example they attend weekly gym club, access the garden and visit local parks. All of which supports children's understanding of the importance of a healthy lifestyle. Suitable routines implemented by the childminder help children to learn health and hygiene. For example, children wash their hands before they eat. There is a relaxed atmosphere at mealtimes where children have a picnic style lunch on the floor and have access to sufficiently healthy meals provided by the childminder. Children have plenty to drink during the day and can access their drinking cups easily. The childminder helps children to gain an awareness of how to keep safe,

both in the home and on outings. They regularly take part in emergency evacuation drills and are learning about road safety when on outings.

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

The childminder has a sound understanding of safeguarding matters and knows the procedures to follow in the event of any concerns about a child's well-being. She implements adequate risk assessments and precautions to make the home safe and to help ensure children's welfare is not compromised by the presence of pets. There are safety gates fitted at the bottom of the stairs and at the kitchen entrance. The childminder ensures that unvetted adults do not have unsupervised access to children and that children remain within her sight or hearing, and supervision of the children is satisfactory. She admits that on one occasion she did send her own three-year-old to open the front door, believing the caller to be her husband returning from next door. However, the caller was in fact a parent. This raised concerns about security. The childminder has improved her security measures so that children cannot open the front door, to minimise the risk of children leaving unsupervised or allowing unauthorised persons to enter. Suitable fire safety equipment is in place. Children's health and safety is given suitable consideration in respect of the animals kept in the family home. The childminder understands her responsibilities to adhere to ratio requirements and is clear of the ages and numbers of children she is permitted to look after at any one time.

The childminder has adequate working relationships with parents. She keeps them informed about children's welfare through daily discussions and use of a daily communication book for younger children. She is yet to establish effective two-way communication with parents relating to their children's individual learning and development. In order to encourage parents to contribute to their child's learning and strengthen their partnership with the childminder. Currently she does not care for children who attend other early years provisions. However, she verbally demonstrated a understanding of the importance of developing partnership to promote consistency in children's learning and development.

The childminder has an adequate understanding of the learning and development requirements and her role in supporting children's development. She provides a range of suitable age appropriate resources, which covers all areas of children's development. The childminder completes regular written assessments of the children during activities and links these to a number of areas of learning. She is beginning to identify general next steps; however these do not inform planning. This means that there are gaps in children's learning.

The childminder demonstrates a satisfactory commitment to the continuous improvement of her provision. She intends to complete training to increase her knowledge of the Early Years Foundation Stage. However, she is yet to address all of the previous recommendations set at her last inspection to increase the opportunities for parents to add to observation and assessment records. The childminder's overall use of self-

evaluation to help her monitor existing practice and identify a clear pathway to drive improvement is in its infancy. She provides parents with questionnaires and parents are positive in their praise of the childminder. They comment that they are happy with the meals and activities provided.

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	EY351825
Local authority	Hounslow
Inspection number	903544
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	28/02/2012
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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