

Inspection date	07/03/2013
Previous inspection date	01/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 build secure attachments with the childminder, which help to ensure that they are settled and happy in her care.
- The childminder has a good understanding of promoting children's the health and safety. She assesses risks appropriately in order to protect children from harm in her home and on outings.
- The childminder understands how children learn and supports them to make good progress in their learning and development.
- Children benefit from the strong relationships that the childminder forms with their parents. Information is routinely shared to support children's learning and care.

It is not yet outstanding because

- The garden is not used to its full potential to further enhance children's all-round learning and development.
- Children have limited opportunities to develop their early writing skills and squeeze and feel different malleable materials, such as gloop and foam.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 practice and children's activities.
- The inspector sampled the children's information and development records.
- The inspector sampled the childminder's policies and discussed safeguarding issues.
- The inspector took account of the views of parents.

Inspector

Christine Bonnett

Full Report

Information about the setting

The childminder registered in 1993. She lives with her partner and school-age child in Chiswick, in the London Borough of Hounslow. The ground floor of the house is mainly available for childminding and there is a fully enclosed garden for outside play. The childminder is currently minding three children in the early years age group. She is registered on the Early Years Register, and 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:

- provide children with more opportunities to enjoy malleable materials, such as gloop and foam, to enable them to develop their senses by feeling the textures, and to develop their early writing skills
- create an enabling environment in the garden so that it becomes an extension of the inside play space and provides a broader range of resources and experiences to promote children's learning in all areas of development.

Inspection judgements

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

The childminder has a good understanding of how children learn and provides enjoyable activities and experiences that promote their all-round learning and development. As a result, she extends their learning well and children make good progress towards the early learning goals. The childminder uses observation and assessment systems effectively to monitor children's progress and identify any gaps in their learning. The information gained from her observations forms the basis of the required progress check for children aged two. This further helps to promote children's early learning and development needs. The childminder routinely discusses the children's progress with their parents in order to help them to support their child's learning at home.

The childminder understands that one well planned activity will incorporate all areas of learning, for example, making pizza. Children help the childminder measure out cupfuls of flour; they break the eggs and blend the mixture while they talk about what they are doing. This activity helps children learn to count as well as enabling them to understand how the properties of substances change when they are mixed together and cooked.

Children enjoy looking at books with the childminder. Their understanding and language is fostered because she asks them questions about the pictures in the book. Older children begin to read because the childminder points out familiar words in their favourite stories and the children recognise and say the word. These experiences clearly promote children's communication and language abilities and their early reading skills. Children recall visits they make to museums and respond to the childminder as she questions them about the things that interest them. For example, children draw a volcano with lava pouring out, and are encouraged to think about why fishes would not be able to live in the surrounding water. These good learning opportunities help to develop children's understanding of the world.

Children enjoy their play, become active learners and develop effective skills for their

future learning. They develop independence as they explore their surroundings and grow in confidence as they select toys and play activities of their choice. However they have limited opportunities to use malleable materials, such as gloop and foam, to further develop their physical skills and senses.

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

Children form strong emotional attachments with the childminder because she treats them all with care and kindness. They laugh and have fun with her as she gently teases them, and they clearly enjoy snuggling up on her lap for a story. They learn the rules of the house, such as not running around indoors, and how to share toys. Knowing what is expected of them reinforces children's sense of well-being and promotes good behaviour. Children also learn how to keep themselves safe. For example, the childminder explains that if they run around in circles they will become giddy and might bump into something and hurt themselves. Older children also learn how and where to cross roads safely. They explain that the 'red man' means you must stop and the 'green man' means that you can go. This adds to their growing independence and awareness of safety.

Children enjoy exploring the wide variety of play resources independently and spend time concentrating on their chosen play. The childminder uses her resources well to promote their all-round learning. However, the garden is not as well-equipped as the indoor environment and does not provide as rich a learning environment for children to explore.

Children learn the importance of adopting a healthy lifestyle. They enjoy eating fresh fruit at snack time and explain that fruit helps you grow and keeps you warm. Children benefit from the physical exertion of long walks, playing football in the park and having fun on the slide and swings. These activities also help to promote children's well-being.

The childminder understands the importance of preparing children for a smooth transition to school. She encourages them to use the toilet independently and take care of their personal hygiene needs. She also helps children to learn how to dress themselves and put on their shoes. The childminder helps children prepare for the next stage in their learning by encouraging them to listen and pay attention and to interact with others and make friends. Consequently, their personal, social and emotional skills are further promoted.

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

The childminder understands her responsibility to safeguard the well-being of the children. She has a secure knowledge of safeguarding requirements and has information from her local authority about how to report any concerns about the welfare of a child. The risk assessments of her home identify potential hazards and how they are managed to protect the children from harm. The childminder visits the venues for outings beforehand in order to ensure that all obvious dangers are minimised effectively on the day of the trip to further protect children from harm.

The childminder evaluates her practice, and thinks about the positive changes she can make in order to improve outcomes for children. Since the last inspection she has developed her system of observation and assessment of the children's learning. Consequently, she is now better able to identify and target the next step in each child's learning journey. She also now enhances children's learning by giving them rich experiences, such as taking them to museums and an urban farm. Her plans for the future include learning sign language so that she is well equipped to support children with special educational needs, should the need arise.

Children benefit from the effective relationships the childminder establishes with parents. All relevant information about the children is routinely shared between them to ensure that the care provided is appropriate and consistent. In addition, monthly meetings enable parents to catch up with all aspects of their child's learning, and to make plans for the future. Parents comment in written feedback that they are very pleased to have the childminder looking after their children. The childminder also shares information with the children's nursery school in order to ensure that learning is reinforced and the children are progressing well.

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
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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 action. 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	116050
Local authority	Hounslow
Inspection number	813515
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	01/06/2009
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, which are usually the childminder's 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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