

Inspection date	23/04/2013
Previous inspection date	21/05/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 share positive relationships with the friendly and caring childminder.
- The childminder has organised her home to enable children to make independent choices in their play.
- Children spend their time purposefully engaging in variety of activities which support all areas of their learning and development.
- Children are well supported in learning positive behaviour.

It is not yet outstanding because

- The childminder does not regularly provide learning activities outside which develop children's understanding of the natural world.
- The childminder has not yet established systems for regularly seeking parents' views of her service to aid her evaluation of the service she provides.

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 children engaging in activities.
- The inspector carried out a joint observation with the childminder.
- The inspector sampled documentation relating to training and safeguarding.
- The inspector viewed children's progress and development records.

Inspector

Deborah Orchard

Full Report

Information about the setting

The childminder registered in 1987. She lives with her partner in Hanwell in the London Borough of Ealing. The ground floor of her home is available for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently three children in the early years age range on roll. She walks to schools to take and collect children. The childminder attends the local toddler group and takes children to the local library and park.

What the setting needs to do to improve further

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

- develop the use of the outdoor area to provide opportunities for children to explore the natural world, such as using magnifying glasses to investigate mini beasts and exploring the effects of wind using windmills and chimes
- develop the systems for obtaining parents views of the service, such as by using parent questionnaires.

Inspection judgements

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

The childminder has good knowledge and understanding of the Early Years Foundation Stage, which enables her to support children well in all areas of their learning and development. She gathers information regarding children's starting points from parents. This information and observations made of children are used by the childminder to assess and plan for each child's needs. The childminder is identifying the next steps in each child's learning and plans activities that build on what children already know and can do. As a result, children are able to develop and make good progress. A two-way flow of information means parents are able to share in their children's learning. The childminder has a clear understanding of requirements for completing progress checks when children are two years of age, which she is beginning to complete.

Children enjoy participating in self-initiated play and a range of focused activities. Children are confident to make choices; they spend their time purposefully, engaging in their chosen play. The childminder is nearby offering praise and support.

Children are developing an understanding of technology. They concentrate as they operate programmable toys, pushing buttons to see how these work. They have great fun playing imaginatively, using the till and money as they pretend to shop. They take care of their pretend babies, feeding the dolls and wrapping them up for a rest. Children participate in exploring media and materials, such as paint, junk modelling, cooking and playing with dough, both within the home and at local groups.

The childminder helps to develop children's vocabulary as she asks open questions during play, which encourages them to think and speak. Children are developing good skills in literacy; they form the letters of their name on the electronic white boards; the childminder helps them to sound out each letter, which helps prepare them for when they move on to school. Children speak into the electronic board to record what they have done and delight in hearing their messages played back. They enjoy looking at books independently and turn the pages correctly. Children have frequent opportunities to learn about shapes, size and numbers. For example, they persevere with fitting jigsaw pieces together and build with bricks.

Children make regular trips out, including visiting local groups, library and places of interest, which extends children's experiences and provides opportunities for them to socialise with other children.

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

Children are happy and relaxed in the care of the caring childminder. They receive lots of praise and encouragement, which enables them to develop confidence and self-esteem. Children behave well as they spend their time purposefully. They learn to take responsibility, helping to tidy away toys when they finish playing. The childminder works closely with children's parents to provide a consistent approach to behaviour management and promote positive behaviour.

The childminder offers a settling-in period when children start, which is tailored to meet children's individual needs. This provides an opportunity for the childminder to get to know the children and families and share two-way information, which enables children to feel secure and settle easily.

Resources are stored accessibly and clearly labelled, enabling children to make independent choices within the home. Children have opportunities for physical and imaginary play in the garden. However, the outdoor area is not used fully to enable children to investigate the natural world, such as investigating mini beasts and exploring the effects of wind.

Children are developing healthy lifestyles. They learn how to follow good hygiene practices, such as washing their hands before meals. Children enjoy healthy snacks and the meals, which parents currently provide. The childminder has a good awareness of food hygiene, and stores and reheats food appropriately. Children's individual dietary needs are

recorded and respected. Children benefit from regular fresh air and exercise in the garden and local parks. Children are learning how to stay safe as the childminder talks to them about road safety when they go out.

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

The childminder has a secure understanding of safeguarding issues. She has attended relevant training to enhance her knowledge. The childminder provides a safeguarding policy and keeps reference documents to use should she have any concerns about a child. Suitable policies and procedures are shared with parents and used to underpin practice. Required checks are carried out on household members and the childminder is vigilant in supervising children.

The friendly and enthusiastic childminder has made very good progress since her last inspection. She has responded to all areas highlighted for improvement at the last inspection, significantly improving the quality of the provision and outcomes for children. This demonstrates her ability to make continuous improvement.

The childminder has attended a variety of relevant courses. These include training regarding observing and assessing children. She has now developed a secure understanding of the learning and development requirements, enabling her to plan appropriately for each child's needs. The childminder effectively evaluates the service she provides, which enables her to be able to continue to enhance learning opportunities for children in her care. She is aware of her strengths and areas she wishes to develop; she has a clear vision of areas she can enhance to drive further improvements. The childminder shares positive relationships with parents. She has regular discussions with parents about all aspects of their children's requirements, although she has not yet fully established systems for regularly seeking feedback from parents regarding her overall service.

The childminder recognises the benefits of working with other agencies to support children. The childminder establishes good links with local schools children attend. For example, she regularly communicates with staff at the local school and finds out about the curriculum, enabling her to provide a service which complements what children do in school.

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 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	117974
Local authority	Ealing
Inspection number	907751
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	21/05/2012
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, 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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