

Inspection date	19/06/2013
Previous inspection date	05/02/2013

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 make good progress from their initial starting points as a result of the good opportunities available to them and the valuable support from the childminder.
- The childminder clearly understands children's individual needs and effective planning of activities ensures a balance of child-initiated and adult-led activities.
- A good range of interesting, stimulating activities are available. Access between learning environments encourages children's decision-making skills.

It is not yet outstanding because

- Some resources are in place to support children with their communication and language skills. However, the childminder does not use these consistently to enhance this area of their development.

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 activities in the main play room.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, a selection of policies and procedures and children's records.
- The inspector also looked at risk assessments, partnerships with parents and other agencies.

Inspector

Rebecca Hurst

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, chickens 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 year's age group on roll.

What the setting needs to do to improve further

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

- enhance children's emerging language skills further by making story books to encourage the children to talk about their home lives and experiences at home.

Inspection judgements

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

Children make good progress with their learning and development. The childminder provides a good standard of childcare practice. She creates a vibrant, safe and enriching environment where children can play, learn and develop. The childminder promotes children's learning well because she provides a good range of activities and experiences covering all areas of learning. This effectively supports children as activities are interesting and individualised to meet specific learning needs.

All planning is individual for each child and takes into account their interests. She links this successfully to the learning intentions and then uses this information to progress the children across the areas of learning. The good planning system ensures a balance of child-initiated and adult-led activities. The parents are involved in the planning. They discuss during feedback what they have been doing at home and what the children are currently interested in. The childminder then uses this to inform the planning to make activities fun and interesting for the children. The childminder is fully aware of her role in completing the two year progress check and sharing the outcomes of these with the parents.

The caring and supportive childminder nurtures children's personal and social development well. She takes time to settle the children into the setting and helps them to understand

their feelings and how they can change. Children enjoy snuggling into the childminder when they get tired and read books. The childminder fully promotes children's physical development in the indoor and outdoor environments. All children participate in outdoor activities daily. For instance they such walk to local schools, dance and sing during sessions at the local library and play in the well-resourced garden. Everyday routines, such as tidying away resources and feeding themselves at mealtimes, greatly enhance children's physical and independent skills.

The childminder takes time to sit with children when they play. She talks to them about what they are doing and the good use of open-ended questions allows children to think about the answers. Children enjoy collecting the eggs from the chickens and caring for them. They then use the eggs for cooking activities such as cakes and egg sandwiches. The children learn how to make the meals through working closely with the childminder. This enhances the children's maths skills through counting the eggs and their personal and social development through following instructions.

Children have access to a good range of resources to promote their knowledge and understanding of technology. They use the childminder's tablet device to navigate to find different applications to play with. The good use of phonic games allows the children to learn the sounds of letters and linking them over to name items, for example 'G' for gorilla. The childminder sets controls on this to prevent the children accessing items they shouldn't. This enhances their safety when using technology.

The childminder generally promotes children's early literacy skills. She encourages children to read books and how to handle them. They talk about the pictures in the books and what they could be. This helps to promote children's speech and language. However, the childminder does not use these resources consistently to support the children in talking about their own experiences and what they do at home. Overall, the childminder prepares children well for the next step in their learning.

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

The childminder demonstrates a positive approach towards inclusion. She works closely in partnership with parents to meet the individual needs of all children. The childminder shows a comprehensive understanding of each child's unique needs and has detailed information on child record forms of individual requirements. Children celebrate a variety of festivals and cultural celebrations throughout the year and these are reflective of the cultural backgrounds of children attending the setting. This teaches the children about the wider world around them.

The childminder has secure and effective measures in place to promote children's ongoing safety in both the indoor and outdoor environments, as well as on outings. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. The childminder carries out fire drills on a regular basis so children are aware of what to do in an event of an emergency.

Children thrive in an environment where the childminder maintains a good standard of hygiene practice. All children learn about good hygiene routines through washing their hands at appropriate times throughout the day. For example, before meal times and after they have fed the chickens. The childminder works with the children to teach them about sharing. The children have a bowl of raisins to share at snack time. This is an area she is currently working on to support the children with their next steps of learning.

The childminder works closely with the parents to find out about the children's individual needs. She then uses these successfully to settle them into the childminder's home. The childminder is consistent in her approach to behaviour management. Clear and concise boundaries are set and are taught well to the children. Given the children's ages and stage of development, they are all well behaved. Currently children do not attend any other setting but the childminder is fully aware of her roll in liaising with them when the children start at school and local nurseries.

The children have access to a well-stocked garden that has resources that successfully promote and enhance the children's physical development. The childminder makes good use of local play groups to enhance further the younger children's development across the areas of learning.

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

Leadership and management of the setting is strong. The childminder works closely with the parents to bring about the best possible outcomes for the children. She maintains documentation to a high standard. All records required for the safe and efficient management of the childminding setting are readily available. The childminder has detailed information about the children's individual needs and what she needs to do to support their learning and development.

Self evaluation is good and the childminder is aware of her key strengths and the areas she is currently working on. The parents share their views through verbal feedback and questionnaires and the children share their thoughts on the activities offered. The childminder uses these to shape the service that is provided. As a result, the service is responsive to its users.

The childminder has a strong understanding of child protection and how to safeguard the children in her care. She meets all safeguarding requirements effectively. Robust risk assessments are in place for both the home and for all outings the children undertake. Children are well supervised across all areas of the home and when on outings. The childminder is fully aware of her role in carrying out first aid and she holds a valid first aid certificate. This supports children in the event of an accidental injury.

The childminder works closely in partnership with the parents. The childminder completes developmental reviews on the children so parents can see the progress they are making. Diaries allow the parents to see what the children have been doing during the day. The

childminder also works with the other medical agencies caring for the children. The childminder works with the parents to find out how to adapt her care and her home to meet the needs of the children. This provides good 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 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	EY351825
Local authority	Hounslow
Inspection number	923821
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	05/02/2013
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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