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|--------------------------|------------|
| <b>Inspection date</b>   | 06/08/2013 |
| Previous inspection date | 21/06/2012 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 2 |
| 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**

- The childminder has a good understanding of how children learn, which results in children progressing well with their learning and development.
- The childminder supervises children closely as they play, which allows her to respond quickly to their interests and individual needs.
- The childminder is proactive in continuing with her professional development to further her knowledge and understanding of early years practice to constantly improve her provision for children.
- Children behave well as they have easy access to a variety of low level resources, which support them in learning through play.

### **It is not yet outstanding because**

- Children's opportunities to learn about words and numbers are not always maximised during daily play. The childminder does not always reinforce routine hygiene practice to consolidate children's understanding of self-care.
- The childminder does not always reinforce routine hygiene practice to consolidate children's understanding of self-care.

## 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 play activities within the home.
- The inspector discussed the childminder's practice with her.
- The inspector sampled documentation, including children's learning records.
- The inspector viewed the areas used for childminding.

## Inspector

Cathy Hill

## Full Report

### Information about the setting

The childminder registered in 2010. She lives with her husband and two school age children in a second floor flat in Hounslow, Middlesex, close to shops, parks, schools and public transport links. The living/dining room and a bedroom in the home are used for childminding. Access to the home is via three flights of stairs. There is no access to a garden but suitable alternative arrangements for outdoor play are made, such as the use of communal play areas in the locality and visits to local parks. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for one child in the early years age range, who attends part time, and one school age child. The childminder is willing to collect children from the local school and attends local children's groups on a regular basis.

### What the setting needs to do to improve further

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

- improve children's understanding of self-care by consistently reinforcing hand-washing routines at meal times.
- increase children's opportunities to learn about words and numbers as they play, for example, through the use of key word and number labels on resources

## Inspection judgements

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

The childminder understands how to challenge children to further their learning. This means children are able to make good progress as a result of her positive interaction with their play. The childminder asks parents for as much information as possible about their child's starting abilities when they first visit. She then plans activities around monthly topics to provide children with opportunities to learn and develop in all areas. For example, she uses number songs and flash cards to develop children's knowledge and understanding of numbers. The childminder has a good understanding of children's current abilities. She intends to complete the required written progress check on children's development when they are aged two, based on her ongoing observations of children's learning. The childminder has recently attended further training about the Early Years Foundation Stage. Following this, she has decided to improve her practice by introducing new planning and observation record sheets to track children's development. The childminder keeps parents informed about their child's learning through both a verbal and

written exchange of information. This allows parents to become involved with their child's learning. For example, parents sent their child to the childminder dressed in the colours she is currently teaching them to help reinforce learning.

Children play happily and the childminder is attentive to their needs, responding quickly to their changing interests. She sits on the floor to play with children at their level. The childminder continually develops children's communication, as she talks to them gently about their play and about what she is doing. She skilfully uses questions to make children think and to enable children to take ownership of their own learning. For example, she encourages children to repeat words after her to familiarise themselves with the sounds. Children absorb themselves in completing puzzles and the childminder reinforces learning as she talks to children about the one snail and two ladybirds on the puzzle pieces. However, the childminder does not currently display words and numbers in the main play area to maximise children's opportunities to learn about words and numbers as they play. The childminder encourages children to look for shapes and claps and praises them as they correctly identify a diamond, square, triangle and circle. Children develop in self-esteem as a result of the praise they receive, which gives them the confidence to try new challenges.

Children show good hand-eye coordination as they freely express themselves making models from construction bricks. They use tools, such as brushes, sponges and their fingers, when creating a large painting about colour and shape. The childminder takes children out regularly to places, such as the park, library and children's centre, where they learn about the wider world and develop their social skills mixing with other children.

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

The childminder's gradual settling-in procedures are effective in allowing children to get to know her and her home environment. Children show they have good relationships and feel safe with the childminder as they readily go to her for a cuddle. The childminder understands children's individual needs and supports children with English as an additional language well by talking to them in both languages known to them. She helps prepare children for the next stages in their education as she supports them in developing their future skills. The childminder encourages children to become independent learners by making choices about what they play with. She provides children with a variety of resources, which support learning in all areas, set out in low level storage. This enables children to easily select toys they wish to play with. Children actively occupy themselves and behave well as they relax while at play.

The childminder acts as a positive role model regarding behaviour and manners and children follow her lead. The childminder gives children good eye contact as she calmly talks to them. Children listen to what she says and respond promptly to her questions. The childminder takes children out daily for fresh air, for example, to the park, where she is teaching children ball skills to further their physical development. She helps children develop healthy bodies by providing them with a variety of freshly cooked meals and snacks. Children enjoy a snack of banana, which the childminder helps them to peel.

However, children are not reminded to wash their hands before eating to continually reinforce their understanding of self-care. Children play safely as they are supervised well by the childminder. She monitors children if they sleep and teaches children about safety so they learn how to keep themselves safe. For example, she teaches children they must hold her hand when they are out with her and not talk to strangers. To further reinforce children's understanding of safety, the childminder has contacted her local neighbourhood police to see if they will visit her to talk to children about their role. The childminder also plans to take children to her local fire station to learn about fire safety.

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

The childminder understands her role and responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. She has a good understanding of the learning and development requirements and monitors children's learning to enable her to plan for their continuing development. The childminder is proactive in developing her resources to improve children's learning opportunities. For example, she has recently installed a whiteboard in her living room, which will provide children with increased opportunities for activities, such as drawing and writing.

Positive partnerships exist between the childminder and parents. The childminder shares a portfolio about her practice with parents and this includes copies of her policies and procedures. She keeps parents informed about their child both verbally and via email, for example, sharing information about learning and weekly menus for children. Parents have opportunities to feedback their opinions of the childminder's service via annual questionnaires issued by the childminder and through access to her compliments and complaints book.

The childminder's arrangements for safeguarding children and meeting the safeguarding and welfare requirements are good. An incident earlier this year required Ofsted to impose actions relating to the supervision of children and the keeping of attendance records. The childminder responded promptly to these actions. She keeps attendance sheets with the names of those children in her care and their times of attendance. The childminder keeps within the required ratios and carries out a daily visual risk assessment of her home to ensure it is safe for children. She carries out a risk assessment prior to any outings and supervises children at all times. Since her last inspection the childminder has also updated her safeguarding knowledge by attending child protection training. The childminder understands that children cannot be left within the care of her husband, who acts as her assistant, until he has completed first aid training.

The childminder has a positive attitude towards evaluating her practice and continually developing it to improve outcomes for children. Since her last inspection she has increased her resources for children and rearranged her play space. Children have independent access to toys and to child-size furniture, which enables them to sit for an activity if they wish. The childminder has met the recommendation set at her last inspection by increasing information shared with parents about their child's learning. She has continued

to update her own knowledge and skills by attending training, for example, relating to food safety and working with disadvantaged children and their families. The childminder has also joined a childminding network and started training for a level 3 qualification in childcare.

### **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 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

|                                    |             |
|------------------------------------|-------------|
| <b>Unique reference number</b>     | EY413325    |
| <b>Local authority</b>             | Hounslow    |
| <b>Inspection number</b>           | 927394      |
| <b>Type of provision</b>           | Childminder |
| <b>Registration category</b>       | Childminder |
| <b>Age range of children</b>       | 0 - 8       |
| <b>Total number of places</b>      | 3           |
| <b>Number of children on roll</b>  | 1           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 21/06/2012  |
| <b>Telephone number</b>            |             |

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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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