

Inspection date	10/07/2013
Previous inspection date	18/08/2009

The quality and standards of the early years provision	This inspection:	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

- Children are happy, feel secure and play well in the childminder's home because she develops warm, caring relationships with them.
- Children enjoy their play and learning because the childminder understands how children learn and provides stimulating experiences to support their all-round development.
- Children benefit from the strong partnerships that exist between the childminder and parents. Information is regularly shared to support children's care and learning.
- The childminder takes effective measures to safeguard the well-being of the children and to protect them from potential hazards.

It is not yet outstanding because

- Children do not always have enough opportunities to explore the natural world, for example by learning how to care for living things.

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 the childminder's interaction with the children as they played indoors and in the garden.
- The inspector sampled the children's information and development records.
- The inspector sampled the childminder's policies and discussed safeguarding issues.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector examined the childminder's written risk assessments and discussed her safety procedures.

Inspector

Christine Bonnett

Full Report

Information about the setting

The childminder registered in 2005. She lives with her husband and two school-age children in Greenford, in the London Borough of Ealing. The ground floor of the home is mainly available for childminding. There is a secure, enclosed garden available 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 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 more opportunities for children to learn about the natural world and how to care for living things, such as plants.

Inspection judgements

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

Children are happy and enjoy their play. The childminder obtains a wealth of relevant information from parents about the children at the start of a childcare arrangement. This helps her to get to know the children well and what they enjoy doing. The children become active learners who explore the resources eagerly because the childminder is able to provide equipment and activities that interest them. She supports their learning and extends their play in fun ways, for example by encouraging a child who enjoys pretending to be Spiderman to think about how he could make a web shoot from his hand by using string. Having worked out how this could be achieved, and attaching it to him, the childminder discusses safety issues with him when he is using his string web. Children enjoy learning to count by playing games such as 'snakes and ladders'. They also have plenty of opportunity to develop pre-writing skills by painting and drawing.

The childminder observes the children as they play and assesses their stage of development in each learning area. She identifies the next step in their individual learning journey and how to include it in the play plans. This helps to ensure that children make good progress towards the early learning goals. The routine discussions the childminder has with parents ensure that they are aware of how the children are progressing, and enable them to support their child's learning at home. The childminder also uses information gained from her observations to compile the children's progress check at two years of age. Because the childminder has a very secure knowledge of how children learn and develop, she is able to recognise if they might need any additional support. She has a

good understanding of the need to liaise with the children's parents and other agencies, to obtain the targeted help children require to ensure their needs are met.

Children have great fun playing in the back garden. They enjoy bouncing on the trampoline and digging in the sand tray. However children have fewer opportunities to dig in the soil and learn about how to grow and care for living things, such as plants. The childminder helps children develop their personal, social and emotional skills by going to local drop-in groups. As well as benefiting from the company of other children, they learn to listen, play calmly and to consider the needs of younger and more vulnerable children as they play.

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

The childminder successfully supports children's emotional well-being because she treats them with affection and kindness. This helps them to feel secure, which leads to trusting relationships and a strong sense of belonging. The childminder helps children understand positive ways to behave. She has 'golden rules' which include being honest, listening to each other and playing with the equipment nicely. Knowing what is expected of them also adds to the children's sense of well-being. The childminder teaches children about how to keep themselves safe. For example, she explains the dangers of taking toys onto the trampoline and how and where to cross roads safely.

Children follow good personal hygiene practices as part of their daily routine. The childminder teaches them about the importance of washing their hands at particular times of the day. As well as enjoying outdoor play in the garden, the children regularly visit the park where they have more space to run around and benefit from physical exercise. The childminder also talks to the children about the benefits to their health of walking to school and local venues. The childminder discusses healthy eating habits with the children and serves nutritious meals that take account of individual dietary needs. She ensures that children drink plenty of water to prevent them becoming thirsty.

The childminder recognises the importance of preparing children well for the next step in their learning at school. She promotes their confidence so that they will be able to form friendships with others and have the skills to share and take turns. She also encourages children to gain independence by being able to feed and dress themselves successfully.

Children enjoy using the wide range of play equipment. This is also used well by the childminder, to promote their all-round learning and development. Since her last inspection, the childminder has obtained storage units to house many of her resources. These help children to become active learners because they are now able to independently select toys and equipment of their choice.

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

The childminder has developed a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. She has a secure understanding of her responsibility to safeguard the well-being of the children. The childminder has recently attended safeguarding training to update and refresh her knowledge. She also has a detailed safeguarding policy and complaints procedure in place, which she shares with the parents to ensure that they fully understand her role.

The childminder gives high priority to the safety of the children. This includes maintaining a valid first aid qualification. She also maintains detailed risk assessments of her home and outside areas, in order to minimise all potential hazards. The childminder has carefully considered how to keep children safe when bees swarm, for example, and has detailed procedures for such an event. The childminder has carefully thought through procedures to follow, to keep children safe in the event of an emergency.

The childminder understands the benefit to her practice with the children of staying up-to-date with topical issues and building on her skills by attending further training sessions. She welcomes and values the input from her local authority development worker. The childminder reflects well on her practice and evaluates the activities she provides, in order to ensure that she meets the needs of the children effectively.

The childminder builds effective relationships with parents. She understands the importance of routinely sharing information about the children, to ensure that she provides appropriate and consistent care. She also shares information about children's care and learning with the nursery school they attend.

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

Unique reference number	EY305737
Local authority	Ealing
Inspection number	924706
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	18/08/2009
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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