

Inspection date	16/09/2013
Previous inspection date	08/06/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The childminder has not ensured that her assistant is qualified to administer first aid. This compromises children's health at the times the assistant is left in sole charge.
- The childminder has not completed the required progress check for children between two and three years or shared a written summary of the child's progress with their parents to fully promote children's progress.
- Few toys and equipment represent positive images of disability to further promote children's understanding of diversity.

It has the following strengths

- The childminder's caring approach helps children to settle in her care and develop trusting relationships with her.

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 interviewed the childminder.
 - The inspector observed the childminders' interaction with the children.
- The inspector sampled some of the childminder's documentation, which included
- procedures for risk assessment, children's information, observation records and safeguarding and smoking policy documents.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

The childminder was registered in 1999. She lives with her adult daughter in a residential area of Ruislip in the London Borough of Hillingdon, close to local schools, shops and parks. Children use the lounge, conservatory and kitchen diner on the ground floor. They also use the first floor master bedroom and second bedroom for sleep. There is a fully enclosed rear garden for physical play. The family has a dog and two cats.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She regularly works with an assistant. The childminder is currently caring for six children in the early years age group, of these, four attend part time. She also cares for older children before and after school hours. The childminder takes and collect children from local schools. She also takes children to local parks and play facilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- carry out the progress check for each child aged between two and three years and provide their parents with a short written summary of the child's development in the prime areas of learning, including the children's strengths and any areas where the children's progress is less than expected.
- ensure that any assistant who is left in sole charge of the children for any period of time holds a current paediatric first aid training certificate

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

- strengthen children's awareness of diversity, for example, by providing positive images of all people, including those with disabilities.

Inspection judgements

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

The childminder knows the children generally well. She is able to verbally discuss children's stage of development and their favourite toys. As a result of this, the childminder uses her knowledge of the children to provide a suitable range of activities to

help support the children's understanding, skills and abilities. The childminder makes basic assessments of children's progress in their learning and development and shares these with parents. She records observations of children's achievements and uses these to help identify the next steps in their learning. She has also begun to keep photographs, which she uses as evidence to show parents what the children achieve. The childminder is aware of the requirement to complete a progress check for children aged between two and three years old. However, she has not completed these to formally review children's progress or provide the parents with a summary of their child's development, as required.

The childminder provides children with an appropriate balance of indoor and outdoor activities. She takes time to find out about the children's likes and dislikes, which she uses to help children's settling in process. Children receive support to learn about the environment through trips in the local area. For example, the childminder takes children to the local parks for physical play and on nature walks. Children's creative and imaginative skills are encouraged through activities, such as painting, card making and role play. The childminder provides opportunities for children to explore and discover. For example, she provides children with different objects to put in water and asks them to find out which objects float or sink.

The childminder appropriately supports children's language development through labelling objects, repeating words correctly and singing actions and rhyme songs along with the children. Children can accurately count up to five. They are beginning to show interest in shapes around the environment. The childminder gently guides the children to develop self care skills, such as putting their shoes on before going out to play. In addition to this, children wash their hands after visiting the toilet and are beginning to explore how to zip up their coats; thus developing a growing independence. Children learn to accept differences through playing with some resources that reflect positive images of race and culture, though few resources currently reflect disability.

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

The childminder is not consistent in promoting children's health in relation to her arrangements for first aid. This is because she has not ensured that the assistant she leaves in sole charge of the children during her absences to collect older children from school is qualified to administer first aid. This means the childminder cannot fully assure children's well-being.

The childminder agrees with parents wishes about their children's food and drink, which she incorporates into the meals she offers the children. This helps to ensure that children's individual dietary requirements are met. Children receive a variety of fresh fruits for snacks, which encourages them to develop healthy eating habits. Babies and children receive regular drinks of fresh water to help ensure they do not become thirsty.

New children settle reasonably well on their first day at the childminder's home. This is because the childminder is friendly and attentive to children's needs. Children receive cuddles and reassurance if and when they require it. Consequently, the childminder's

caring approach helps children to develop a close and trusting relationship with her. Children receive cuddles and reassurance if and when they require it. This helps to build children's self-esteem and their confidence. For example, babies crawl around the room observing and touching the range of toys that are set for them to play with. Children freely move between the lounge, kitchen diner and hallway. They also make demands on the childminder in the knowledge that their request will be appropriately met, such as wanting to play in the garden. Children play outdoors daily and they use a range of equipment, such as tricycles, push along cars and a trampoline to help develop their physical skills.

The childminder help children to learn to keep themselves safe through gentle reminders. For example, the childminder reminds children to sit down when drinking water and explains to them that they could choke if they move quickly. The childminder regularly checks sleeping children to help ensure their safety and well-being. Children are starting to take on responsibility of looking after the environment as they help tidy away toys. The childminder manages children's behaviour through distraction and simple explanation that are appropriate to the age and understanding of the children.

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

The childminder has some knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. However, she does not meet all the legal requirements to fully safeguard children's welfare. The childminder regularly works with an assistant who is left in sole charge of the children for less than two hours on a regular basis, with parents' written consent. However, the childminder's assistant does not hold a first aid qualification as required and therefore may not be able to provide appropriate care to children if they sustain an injury while in her care. Consequently, children's health is compromised. This is a breach of the welfare requirement.

The childminder demonstrates a sound understanding of the procedures to follow if she has concerns that a child is at risk of harm. This helps to support children's welfare and well-being. The childminder carries out risk assessment in all areas indoors and outdoors to minimise hazards to children. She keeps and maintains documents required for the safe management of the children and her provision. The childminder is aware of the requirement to not smoke when children are present. She keeps and implements a written no smoking policy and shares this with parents.

Children are making steady progress in their learning and development. This is because the childminder has sufficient knowledge of children's abilities and provides a basic range of activities that generally helps the children to learn and develop. The childminder has appropriately addressed the recommendation raised at the last inspection by providing parents with written information about what and how children will learn. The childminder uses a self-evaluation to help identify her strengths. Although the childminder has recognised the two year progress check as an area that she needs to develop, she has not

yet put systems in place to make this happen.

The childminder is developing positive relationships with parents. She respects parents' wishes as she follows their written instructions about their child's routine care. This helps to promote consistency of care for children. The childminder also obtains a number of written consents from parents, as well as agreeing terms and condition with parents to help ensure that the children receive appropriate care. This demonstrates that childminder is keen to work in partnership with parents. The childminder exchanges verbal communication with parents when they arrive in the morning to find if there is anything she needs to know about their child. She also provides parents with a daily diary of their child's daily routine care, activities and general wellbeing. The childminder has established satisfactory communication with other settings who provide the Early Years Foundation Stage to the children in her care. This helps to provide consistency in promoting children's learning and development.

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	138566
Local authority	Hillingdon
Inspection number	920542
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	08/06/2009
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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