

**Inspection date**

23/10/2013

Previous inspection date

Not Applicable

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

Not Applicable

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 demonstrate they are very secure in the childminder's welcoming, child-oriented home.
- The childminder demonstrates a good commitment to ongoing improvement. She reflects on her own practice effectively.
- The childminder has created a well organised, child-centred environment where children are confident to play and explore.
- Activities are thoroughly planned and reflect the children's individual interests and stages of development.

**It is not yet outstanding because**

- Children play with some resources that reflect diversity. However, the childminder does not plan activities to develop children's understanding of different cultures within the community further.

## 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 completed observations of the children during the inspection.
- The inspector discussed and completed a joint observation with the childminder.
- The inspector sampled documentation the childminder uses to support her work.
- The inspector discussed at appropriate times the systems the childminder uses to observe and record the children's progress.

## Inspector

Julie Biddle

## Full Report

### Information about the setting

The childminder registered in 2013. She lives with her family in the London Borough of Hillingdon. The whole of the ground floor maisonette is available for childminding and there is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll in the early years age range. The childminder also collects children from local schools.

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

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

- plan activities and events that help children to understand cultures and lifestyles that are different to their own.

### Inspection judgements

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

This motivated and caring childminder has created a warm, welcoming and stimulating environment for the children and children feel valued. For example, the children make pictures about washing their hands during the day and of their day at school. These are proudly displayed to show that the children's efforts are appreciated.

The childminder has a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. She completes thorough observations of the children and uses this knowledge to plan an exciting and challenging range of experiences to support the children's learning. The childminder has a well-developed knowledge of each child's learning needs and as a result, she makes sure they make good progress.

The childminder plans activities to encourage the children to confidently explore different textures and materials, for example, paint, glue and felt to make pirate masks and eye patches. Children enjoy good opportunities to visit places of interest such as local farms, duck ponds and toddler groups. They play with some resources that reflect different cultures, such as books and dolls. However the childminder does not plan other activities to help children develop an understanding of different cultures and lifestyles in the local and wider community.

The childminder provides a range of toys and resources that capture the children's

interest. For example, children press buttons and lift flaps to make sounds and music. They show an interest in the music and they sway and bounce to the sounds. The childminder plans activities that build children's confidence and respond to their emerging needs and interests. For example, she sings familiar songs with the children to encourage them to count and she enhances this activity with props such as ducks, puppets and books. The childminder encourages children to show kindness and to share and children behave well. The children benefit from the calm, consistent interaction of the childminder. She offers warm praise when they achieve, for example, when they recognise the fruits in a familiar story. Children are well prepared to move on to the next stage in their learning.

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

Children demonstrate they feel safe and secure with the childminder. For example, they confidently make their choices and needs known to her. The childminder responds with enthusiasm offering hugs and cuddles to them when they are less sure. As a result, children feel confident and self-assured.

Children are developing an awareness of their own safety and that of others as they play in the home and in the community. The childminder talks to the children about crossing the road safely and how to wait on the pavement when they leave the car. The childminder reviews her risk assessment regularly to help keep her home safe. The children have varied, exciting opportunities to visit places of interest. The childminder ensures the safety of the children by thoroughly assessing the area the children visit. In addition, she helps children to keep themselves safe, for example the children know to wash their hands after they have handled her rabbit and animals in the local farm.

Children's health and well-being are given good attention by the childminder who has a good understanding of healthy eating. Although parents provide the main meals for children, the childminder ensures the snacks she provides are healthy and nutritious. Children benefit from daily opportunities to play and have fun in the fresh air. For example they run, jump and balance when they take part in a planned sports day. The childminder develops children's self-confidence by presenting medals and stickers to all the children who take part. The childminder includes races that all age groups can participate in. In addition, the children learn how to care for their environment by watering and feeding flowers and vegetables they have planted.

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

The childminder has only recently started caring for children. She is, however, confident and enthusiastic in her role. She has worked very hard to establish a well-organised, child-orientated environment for the children. The childminder has started to make effective use of self-evaluation. For example, she has identified where she wants to focus future development and in some cases, how she will achieve this. For example, she plans to attend training organised by the local authority to develop her skills. The childminder asks

parents to complete questionnaires and to comment on the service she provides. Parents' comments demonstrate they are very happy with the care their children receive. For example, parents state 'My children smile every day when they come to you'.

The childminder understands her responsibilities regarding child protection. She is aware of the procedure to follow if she has any concerns about children in her care. She supervises children closely and has organised her home so children can move safely and with confidence.

The childminder is aware of the need to complete the progress check for two-year-old children when caring for children in this age group. She effectively observes and assesses the children she cares for and she uses this information to plan activities to challenge and excite the children. Daily verbal feedback and interesting newsletters keep parents informed about their own children and the activities they take part in. The childminder provides detailed information about plans for the future, such as trips and creative activities. As a result, parents are fully involved and informed about their children. The childminder understands her role in sharing assessments with parents and has started to do this. This means parents feel able, and are encouraged, to contribute to their child's learning and development. The childminder is building partnership working with other early years providers that children may attend, to support children to move on smoothly when the time comes. In addition, the childminder is aware of how to contact other professionals who can offer guidance and support if she has concerns about children's development and progress. Children thrive in this well-organised childminding provision.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY460989
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	917686
<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>	5
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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