

## Inspection date

Previous inspection date

10/12/2013

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

- The childminder supports children's development and interests well by planning a wide range of age appropriate and interesting activities.
- Children enjoy participating in an exciting range of planned activities, both indoors and outdoors, to explore their environment.
- The childminder provides a good range of information for parents to enable them to understand how she implements the Early Years Foundation Stage in her setting.
- The childminder makes good use of the space in the environment to enable children to engage in different types of activities, relax and sit comfortably with their friends.

### It is not yet outstanding because

- There are fewer planned activities to support children in further developing their independence and self help skills.

## 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 with children in the playroom.
- The inspector sampled a range of documentation.
- The inspector gained the views of parents using the questionnaires provided by the childminder.

## Inspector

Maria Conroy

## Full report

### Information about the setting

The childminder was registered in 2011. She lives with her husband and two school age children in Hayes, in the London borough of Hillingdon. The whole of the three-storey house is used for childminding and there is a fully enclosed garden for outside play. The childminder currently has three children on roll, of those one is on the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder works with two assistants.

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

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

- provide a greater range of activities to develop children's independence and self help skills in preparation for future life.

### Inspection judgements

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

The childminder has a good understanding of how children learn. She uses this knowledge to provide exciting experiences which support all areas of learning. The childminder observes children on a regular basis and this enables her to find out about their interests and abilities. She effectively tracks and assesses children, including the completion of the progress check for two year olds. This helps the childminder to identify gaps in children's learning and to plan where they require further support.

The childminder provides exciting activities which motivate children to be curious, to explore and to learn and develop well. As a result, children make good progress and are well prepared for their next stages of learning. The childminder places a strong emphasis on teaching children about the world around them, other cultures and their own. For example, they go to see Santa Claus at Christmas time and make cakes, which they share with their friends, for Eid. The childminder plans many exciting trips, which enables children to explore their environment. For example, they find out about peacocks, including why they open their feathers when they are approached, during a trip to the urban farm. The childminder regularly takes children to the local parks where they climb the hills, discover treasure through telescopes and have fun in the soft play area. This supports and promotes their physical development, as well as their understanding of the world.

The childminder recognises that children enjoy building and constructing and provides a good variety of materials for them to choose from. For example, they make a 'mosque', a helicopter and an aeroplane from different types of bricks. The childminder positively

supports children's communication skills. She talks to children about what they are making during their play and encourages them to tell her about their designs. Children enjoy creating and expressing their imagination because the childminder makes sure they have plenty of materials, such as when they decorate the moneyboxes they have made from recycled containers. The childminder encourages children to develop their self-help skills; for example, time is provided within the daily routine to enable children to independently do up their coats and shoes, which helps them to succeed. However, the childminder does not always ensure that there are planned activities to further develop and enhance those skills.

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

Children feel very safe and secure which is due to the positive relationships they have with the childminder and her family. They are confident and happy in the childminder's home and enjoy each other's company. Children are learning to keep themselves safe; they become familiar with wearing high visibility jackets when they go on outings, making it easy to identify them in the crowd. Children take part in fire drills which help them to become familiar with the procedures should there be an emergency.

The childminder promotes children's health effectively; they have regular opportunities to play outdoors in the fresh air. They enjoy climbing the hills in the local park, driving go-karts in the soft play area and running around in the sand at the Lido. These activities support and promote their physical development well. Healthy snacks and the packed lunch provided by parents help children to have a balanced and varied diet. The childminder encourages them to drink water throughout the day which keeps them refreshed. Around the playroom, there are laminated pictures of the fruits children eat, which they talk about as they have their snack, promoting their understanding of healthy eating. There are effective hygiene procedures in place; for example, the childminder encourages children to remove their outdoor shoes when they come into the house and wash their hands before they eat.

The childminder is a positive role model; she listens to children and promotes good manners. She speaks to the children with warmth and affection and praises children when they achieve. She teaches children to value their environment and the resources. They work together as a team and tidy up the toys when they have finished playing. Children are confident and they behave well; for example, they enjoy working together to build and construct which helps them to learn to take turns and share with their friends.

The childminder provides a stimulating and well-resourced environment for children to explore. The playroom is well-organised using wall space to display number, shapes, letters and children's artwork. There is comfortable seating alongside the book area which invites children to sit with their friends and listen to each other read. There are child-sized tables and chairs, giving space for children to do their artwork and eat their food. The childminder is developing her outdoor space, but regularly takes children on a wide variety of outings. The equipment is set out effectively and children can choose further resources

for themselves from low-level storage areas.

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

The childminder has a secure knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. She has recently reviewed her, already robust, risk assessments, including the way in which children hold hands as they go through the school gates so they do not get separated. The childminder has completed training in safeguarding and, as a result, she is confident in her knowledge and understanding of the procedures to follow. She works with assistants who support her in her practices, both of whom hold a first aid qualification.

The childminder consistently evaluates her practices to make further improvements. She is motivated and eager to improve the quality of the service she provides. For example, she has begun to complete a professional qualification. When the childminder learns about something following training, she evaluates to see how she can implement it in her environment. For example, she recently re-organised her mathematics area, providing matching games to support children's understanding of numbers. The childminder also uses more experienced childminders as a resource and adapts ideas they have that work well, such as improving the information provided to parents. This demonstrates the childminder has capacity to make further improvements.

The childminder works effectively with parents. She shares detailed information about her policies and procedures with parents when children start. This includes the use of her assistants and gaining their consent for anything the childminder does with the children. Legal documentation is displayed on the parents' notice board in the playroom for them to see, along with certificates of qualification. Consequently, this helps them understand the way in which she operates. The childminder uses photographic evidence to support the regular observations she undertakes and records in their scrapbook. This enables parents to be kept up-to-date and share in the activities children enjoy. In addition, 'what's up', messages via phone keep parents informed throughout the day about what their child has been doing. Parents comment, 'you have been tremendous help with my child, to influence and encourage them in their development. I think you are a wonderful childminder, I can see the improvements in their behaviour under your supervision'. Another parent comments, 'the childminder is always calm under pressure, innovative and most loving with the children, as well as parents and carers as well'.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY438515
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	939575
<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>	4
<b>Number of children on roll</b>	3
<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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