

Inspection date

Previous inspection date

08/01/2014

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 relate well to the kind, caring childminder. They form secure emotional attachments because the childminder works closely with parents to ensure she meets their individual needs.
- The childminder makes regular observations of children's learning, which she uses to assess and track their development. This information helps her to provide activities that further extend children's learning and development. This means children make good progress.
- Children are safe as the childminder has a robust system for the ongoing assessment of risk, and effectively minimises hazards throughout the day.

It is not yet outstanding because

- Systems to involve parents more in plans and ideas relating to their children's welfare and learning and development are not fully successfully.
- Systems to work with other early years settings children attend are not fully effective so that they share detailed information about children's learning needs.

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 carried out a tour of the premises with the childminder.
- The inspector held discussions with the childminder about children's engagement in activities, and their development and progress.
- The inspector looked at a selection of documentation including children's learning journals, records and written policies.
- The inspector observed the childminder engage in a variety of learning experiences with the children.
- The childminder took into account the views of parents on the day of the inspection.

Inspector

Jane Franks

Full report

Information about the setting

The childminder registered in 2013 and lives in a first floor maisonette in Bedfont Feltham, situated in the London Borough of Hounslow. Access to her home is via a flight of stairs. It is close to shops, parks, schools and public transport links. Most areas of the premises are available for childminding purposes. There is no garden for outdoor play, so the childminder takes children out each day to local parks. The childminder lives with her partner and school-aged child. The childminder has six children on roll; three of these are in the early years age range. The childminder is registered on the Early Years Register and the 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:

- develop the systems further for involving parents more in contributing towards plans and ideas that benefit their children's learning and well-being
- extend the partnerships further with all the other early years settings children attend, so that there is a more effective method for sharing knowledge and understanding about children's learning and development, particularly when they start school.

Inspection judgements

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

The childminder demonstrates a good understanding of how young children learn. She bases her initial assessments on children from the information she gains from parents during settling-in sessions and on entry to the setting. This provides her with the starting points for each child and ensures that she can effectively challenge them in their learning and development. As a result, children benefit through an educational programme that provides effective support and challenge. The childminder invites parents to review the development of their children and they have access to a daily communication book. She is fully aware of the requirement to work with them to complete a summary progress report when children reach the age of two years. Systems to involve parents more in plans and ideas that relate to their children's ongoing welfare and learning and development needs are not fully effective to further extend and tailor children's experiences at home and with the childminder.

The childminder sensitively supports children's play, knowing when to intervene and when to sit back and let children take their own lead. She encourages them to think and find

ways to solve problems by supporting them without taking over and by asking them meaningful questions. She plans for their future learning and development by incorporating their next steps of learning into activities and experiences. Each child has a learning journal, which shows observations she completes and a plan for their ongoing learning. Consequently, children are developing well in all areas of learning.

The childminder observes children as they play, often taking photographs, which she shares with parents. She uses the information to provide toys and activities, which will support the children's learning and reflect their interests. Children have plenty of opportunities to investigate colour and number, for example, counting and grouping cars. Toys that reflect positive images of diversity are accessible and part of everyday play, and this means that children learn to respect each other's similarities and differences.

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

The childminder works closely with parents to ensure children are confident and emotionally secure. Daily communication means both parties are up to date with any changes to children's routines and care needs. Good quality feedback each day, and the sharing of children's development records keep parents informed about their children's achievements. Children are cared for in a warm and welcoming environment where the childminder meets their needs effectively. She respects and values children's individuality and works closely with parents and carers to make sure she meets their children's needs successfully. She works hard to ensure that each child develops secure emotional attachments so they feel settled and secure. The children approach her readily and with affection, confident of the positive response they receive in return. The childminder encourages children to use comfort objects from home and works with parents to follow familiar routines and practices. This helps children to settle with ease. The childminder supports children's self-confidence in social settings by making sure that they have opportunities to regularly visit local toddler groups. As a result, they are emotionally prepared for any transfer on to pre-school or school, where they will be in a larger social group. The childminder is a good role model. She consistently applies a calm approach when communicating with children. Children receive positive praise and recognition for their efforts and achievements.

The childminder promotes children's good health very well. Children eat healthy foods and enjoy fresh fruit and vegetables as part of their daily diet. The childminder has a secure understanding of the children's allergies and food preferences and ensures that she respects and meets their individual dietary needs. Effective hand washing practices and nappy changing procedures protect children from the risk of cross-infection. A clean, well-maintained environment and regular risk assessments of the premises, resources and outings ensure children remain safe. Children visit local parks and indoor play areas using a range of different equipment to promote their physical development. The childminder and the children regularly go for walks enjoying the fresh air, fostering their health, growth and development. This further enhances their health and well-being.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She meets the requirements for record keeping through her safe and efficient management. For example, she records the hours of children's attendance and keeps their personal information up to date and accurate. Children are safe in the childminder's care. She sees children's safety as paramount, and constantly risk assesses to ensure they remain safe. She has a clear understanding of all child protection and safeguarding issues. This includes ensuring the required checks are complete for all adults in the home to ensure they are suitable.

The childminder has positive strategies in place to evaluate her provision. She listens to the ideas and thoughts of children, which enables her to adapt activities to support their interests. She monitors the educational programmes to make sure they cover all areas of learning to enable children to make good progress in all areas. She is able to demonstrate this through discussion and through her practice. The childminder has a good understanding of how to promote children's learning. She takes individual interests, capabilities and ages into account and provides a good balance of child and adult-initiated activities. She tracks and monitors children's progress towards the early learning goals so that she is sure she can fully support them in readiness for school. Systems for securely sharing detailed information with other early years settings that children attend are not fully effective so that they work together more consistently to fully maximise children's learning experiences. This includes working with reception teachers.

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

Unique reference number	EY460275
Local authority	Hounslow
Inspection number	918008
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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