

Inspection date	03/10/2013
Previous inspection date	16/11/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are making satisfactory progress across most areas of learning as the childminder provides a suitable range of activities indoors and outside.
- Children are cared for in a welcoming, homely environment where they form secure relationships with the adults looking after them.
- The childminder takes positive steps to promote children's health and safety.
- Parents contribute information about their children's starting points and are kept well informed about their children's progress. The partnership with parents is actively fostered to encourage parents to share information about their children's learning and development at home.

It is not yet good because

- The programme for literacy development is not fully implemented. The organisation of resources does not encourage children to make their own choices about what they want to play with and develop their own learning. The childminder's use of self-evaluation as a tool to identify priorities for improvement and plan for how these will be achieved is not well developed.

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 had discussions with the childminder relating to her practice.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation.
- The inspector observed the children's activities and the childminder's interaction with them.

Inspector

Patricia Edward

Full Report

Information about the setting

The childminder registered in 2003. She lives with her husband in Isleworth located in the London Borough of Hounslow, close to shops, parks and transport links. The main areas of the home are used for childminding and there is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She offers care from 8 am to 7 pm, Monday to Friday. She is currently minding four children in the early years age group all of whom attend on part time basis. When working together with her co-minder they currently care for a total of eight children, all attending on a part time basis. The childminder holds a National Vocational Qualification in childcare at level 3.

What the setting needs to do to improve further

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

- improve the educational programme for literacy to provide sufficient opportunities for children to access writing tools and experiment with writing for a purpose, such as during role play and to learn that print carries meaning
- organise and store resources effectively to enable children to make their own choices about what to play with and to make independent choices about their own play and learning.

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

- develop the use of self-evaluation as a tool to identify priorities for improvement and plan for how these will be achieved.

Inspection judgements

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

The childminder has a satisfactory knowledge of the learning and development requirements. As a result, children are making sufficient progress towards the early learning goals. She provides children with a suitable range of adult-led activities, however, they lack opportunities to self-select resources as the childminder does so for them. This does not allow children to initiate their own play and learning independently and give

them time to explore what they have chosen to do. The childminder completes written observations on the children that are supported with photographs and are linked to the areas of learning. Children's next steps and learning priorities generally inform planning, to help children learn and to acknowledge children's interests. Children clearly enjoy their time with the childminder and achieve appropriately in their learning. The childminder is aware of the required progress check for children aged between two and three years. She intends to implement this when she cares for children in this age range.

Children have ample opportunities to develop their expressive arts and design skills. They have access to a suitably resourced activity kitchen where they engage in role play based on first hand experiences. They also access small world sets such as building bricks and farm animals. The childminder supports children's communication and language development appropriately by asking them if they can name other animals and talking about the sounds that they make. The childminder engages with the children as they play to help them engage with the activity. She helps encourage children's concentration further by offering suggestions, such as building a house. Overall, children's literacy development is fostered through access to a well-resourced book rack and a selection of story sacks. However, children lack opportunities to access pencils and crayons to practice their pre-writing skills through drawing and making marks. For example children lack opportunities to make 'lists' and take pretend messages as they play in the role play kitchen area. In addition, there is relatively limited print in the environment to encourage children to learn that print carries meaning. Children's mathematical development is satisfactorily fostered. They have access to shape sorters and puzzles, to develop their understanding of shape and space. There is also a number frieze displayed in the main play area. The childminder helps promote children's understanding of number and counting as she sings number rhymes and songs with them.

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

Children have settled and built secure attachments with the childminder and her co-minder as they enter the setting confidently and happily separate from their parents. Children enjoy lots of cuddles and approach the childminder independently for hugs. This shows that they feel safe in the care of the childminder. The children have access to a satisfactory range of resources that are stored in three storage boxes. The organisation of these resources does not encourage children to self-select equipment and initiate their own play. Children also have access sufficiently resourced activity kitchen and book rack. The childminder has suitable space and furniture for children to sleep, should they wish to.

The children are developing a satisfactory understanding of being healthy. They have access to healthy snacks that are provided by the childminder. Parents are responsible for providing packed lunches. The children are developing their self-care skills and are learning about healthy practices. At meal times they have access to wipes to clean their hands before meals. The childminder makes sure the house is suitably clean and that nappy changing arrangements are hygienic. This helps to reduce the risk of cross infection.

Children are developing a suitable understanding of staying safe. For example, when on outings they are taught the 'green cross code' and know they must hold hands or the buggy when crossing roads. Children are also learning about safety by practising the emergency evacuation procedure. This enables them to know what to do in the event of an emergency. The childminder and her co-minder make good use of praise so that children have confidence and positive self-esteem. Children behave well and the childminder uses positive strategies to help them learn wrong from right. These life skills the children are learning, prepare them for the move into nursery and school as they get older.

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

This inspection took place due to concerns raised to Ofsted regarding ratios, space requirements and documentation. Ofsted carried out an unannounced visit and issued a warning letter due to the provider and her co-minder looking after too many children; it was found that furniture had been rearranged to meet the space requirements, and documents were made accessible. At the inspection the childminder demonstrated that she is now fully aware of the number of children she is able to care for, both when working alone and with her co-minder. Therefore, she meets the required adult to child ratios and children are well supervised. The inspection also found that the provider had not notified Ofsted of a significant event when a child was taken to hospital, which is a legal requirement. The provider has confirmed that they are now aware of their responsibilities in this regard and Ofsted is taking no further action at this time.

The childminder has a satisfactory awareness of safeguarding issues. She knows the procedures to follow if concerns about a child's welfare were to arise. The premises are regularly risk assessed and she completes written records of these, to support her in monitoring safety. Therefore, the environment is safe for children. The childminder takes the lead in compiling and organising the paper work for the setting. All of the required documentation and records are in place and are maintained adequately, such as the records of children's and visitors' attendance and insurance documents.

The childminder completes self evaluation, through using the Ofsted's online form and includes the views of her co-minder. However the evaluation is not reflective as key areas for development are not identified. This does not enable her to fully identify all weaknesses in the educational programme. Parents are also asked to contribute their views of the provision and complete questionnaires. She has made progress in addressing the recommendations made at her last inspection. The childminder has a positive attitude to training. Since her last inspection she has completed a number of courses, which include; first aid, food hygiene and updating knowledge of the early years foundation stage. This demonstrates the childminder's satisfactory commitment to driving improvement.

The childminder encourages friendly relationships with parents and exchanges verbal information to provide continuity of care for children. A range of relevant information is on

display for parents, including the registration certificate, parent poster and insurance. The childminder is suitably monitoring children's progress. She compiles observation folders and quarterly development reports, which are shared with parents. This enables them to continue children's learning at home. The childminder is aware of the need to liaise with other providers to help to ensure there is progression and continuity in the children's care and learning. The childminder has a clear understanding of the role she plays to aid children's learning and development.

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	EY255213
Local authority	Hounslow
Inspection number	933985
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	16/11/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

