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| Inspection date | 20/01/2014 |
| Previous inspection date | 09/02/2010 |

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| 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 are happy and content in the childminder's care. She supports their imaginative play well as she has a good understanding of what children are interested in. Therefore they show great curiosity and are keen learners.
- Children's language and communication skills are promoted well as the childminder supports children in their play, engaging them in conversation and listening to what they have to say.
- The childminder has built strong relationships with parents with regard to children's health and well-being. She keeps parents well informed about their children's health, her practice and daily routines to support children's continuity of care.
- The childminder has a full range of policies and procedures in place to meet requirements, which are shared effectively with parents.

It is not yet outstanding because

- Opportunities for children to access a wide range of technology resources in every day play are not yet extended.

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 childcare practice and opportunities provided to the minded children that were present.

Inspector

Patricia Edward

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband and two children, one of whom is an adult. Their home is in Brentford, located in the Borough of Hounslow. All areas of the home apart from first floor master bedroom and the childminder's son's bedroom are areas used for childminding purposes. There is a small 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, who attend on a full and part-time basis, all of whom are in the early year's age range. The childminder offers care from 8am to 6pm on Monday to Friday all year round.

What the setting needs to do to improve further

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

- increase opportunities for children to incorporate everyday technology resources into their play, such as cameras, torches and programmable toys.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements. She provides a broad range of activities that, promotes children's interests and abilities. She is secure in her knowledge of the assessments requirements. The childminder completes regular written observations of the children's development across the seven areas of learning. She also identifies next steps, which informs planning to ensure children are effectively challenged. Written observations and planning is shared with parents. She also gathers information from parents about children's starting points through discussions at the beginning of the settling-in period. Along with daily discussions the childminder supplies parents with developmental information about their child. This includes access to observation folders, scrapbooks and end of term reports. This successfully enables parents to be included in their child's learning. These systems for observation, assessment and planning positively support children's progression to the next stage in their learning. The childminder shows a clear understanding of the requirement to complete a progress check for those children aged two years, when applicable.

The childminder engages effectively with children to promote their learning. She organises the play space to encourage the children to become active learners. Children choose from a good range of quality resources. The childminder enhances children's play by sitting at their level and joining in when appropriate. She extends play by following up their

interests. For example, she provides additional resources such as pasta, as children play with the large trucks and diggers. This leads to children pretending to dig and scoop on the road. The childminder is skilled in encouraging children's communication and problem solving skills. She takes the opportunity to encourage older children's thinking by asking them useful questions during play. She uses questions that include words such as, 'what', 'why' and 'how'. She also takes the time to listen and respond to younger children's emerging language. All of which encourages children to become skilful communicators.

Children are developing an understanding of the world. They have planted strawberries, beetroot, carrots and broccoli and have tended to them in outdoor garden boxes. This teaches them how to nurture seeds and plants, enhancing their understanding of the world. It also promotes their understanding of healthy eating as they pick and eat the fruits and vegetables they have grown. However, children have fewer opportunities to use information and communication technology hardware and to interact with age-appropriate computer software. Throughout the day children have very good opportunities to engage in expressive arts and design activities. Younger children are captivated by musical instruments. They use them creatively to make various rhythms and sounds. They have access to good range of small world resources. These activities encourage children's imaginations extremely well, as they take on different roles in pretend play. For example transforming themselves to fire fighters to digger drivers.

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

Children are content and settled because they have developed strong, warm relationships with the childminder and her family. The childminder knows about the children's personal care needs and routines through robust settling-in procedures and detailed discussion with parents. Children have a strong sense of belonging and self-esteem that is supported well by the childminder. They have access to a good range of play materials and resources, a small amount of which are stored in the main play area. The majority of equipment is stored in outdoor storage units. Children have daily opportunities to develop their independence by self selecting equipment for the childminder's toy catalogue which is kept in the main play area. This allows children to choose what they want to play with throughout the day. The childminder demonstrates a good understanding of varying techniques to manage children's behaviour. She has a warm and caring manner, which creates a calm atmosphere enabling children to feel safe and secure in her care. Children have a good understanding of what is expected of them, because the childminder offers consistent and meaningful praise and encouragement throughout the day. She also uses positive strategies to help them learn right from wrong. This enables them to develop good levels of confidence and self-esteem. She reinforces good manners so children know when to say thank you and pardon. She has a detailed behaviour management policy that is shared with parents.

Children learn about a healthy lifestyle through everyday routines. Nappy changing routines are managed well to promote children's health and privacy. Older children's are confident in managing their own personal care routines in readiness for school. They are developing a positive attitude to a healthy lifestyle. Children benefit from fresh air and

exercise on a daily basis, through visit to local parks, local activity groups and soft play centres. The childminder organises the main play area safely to provide toddlers with time and space to practice their newly acquired walking skills. They also enjoy exploring large empty boxes which they crawl through. Children are offered healthy balanced home cooked meals and snacks throughout the day. These include fresh fruit and vegetables. This helps them to adopt healthy eating habits from a young age. The childminder provides children with individual cups with water throughout day, which they can access easily. Children also learn about staying safe. For example, when on outings they learn about road safety. The childminder encourages parents to join traffic club to further enhance children's understanding of road safety at home. They regularly practice the emergency evacuation procedure in place, which enables them to know what to do in the event of an emergency.

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 and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Systems in place ensure children make good progress and that any gaps in their learning are identified and acted upon. Children are well protected through her effective understanding of issues surrounding safeguarding. This includes who to contact if she has concerns about a child in her care. She has also recently completed a safeguarding children course to refresh her knowledge of safeguarding issues. The childminder makes sure her home is safe, through visual and written risk assessments and by supervising children closely. She maintains all up to date required documentation.

The childminder develops effective relationships with parents. She invites prospective parents to an initial meeting in order for them to gain an insight into how she operates her setting. Parents remain up to date with their child's achievements on a daily basis, through the use of a daily discussions and access to children's records. The childminder obtains feedback from parents which are very positive. They comment that their child's 'vocabulary has improved and that he has grown in confidence under your careful watch'. The childminder has attended a number of courses since her last inspection. These include paediatric first aid, training to enhance children's language and communication skills and safeguarding training. She demonstrates a sound awareness of her strengths and areas for development. This supports her in the continual development of her setting and improving outcomes for children. The childminder has good systems in place to communicate with other early years settings where children attend. This supports consistency in children's learning as they move on to their next steps in their 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 | 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

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|------------------------------------|-------------|
| Unique reference number | EY395980 |
| Local authority | Hounslow |
| Inspection number | 948456 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | 09/02/2010 |
| 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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