

Inspection date

Previous inspection date

07/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 requires improvement

- The childminder builds good relationships and has a good rapport with the children and their families.
- The childminder undertakes regular training, demonstrating that she is committed to ongoing improvements.
- The childminder prioritises children's safety and makes her house safe, minimising the risk of accidents.

It is not yet good because

- The childminder has begun to monitor children's progress and identify next steps but does not go far enough in her planning to challenge children's skills and knowledge in all areas.
- The childminder is not fully confident in her spoken English, which results in missed opportunities to fully extend children's communication skills.
- The childminder offers a selection of picture story books and information books but these do not always match children's interest or level of ability.
- The childminder does not regularly offer children the opportunity to exercise and play in the fresh air.

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 children at play in a variety of games, indoors.
- The inspector had discussions with the childminder and the children.
- The inspector looked at a selection of documentation.

Inspector

Ileana Shirley-Smith

Full report

Information about the setting

The childminder registered in 2013. She lives with her three adult children and one school-age child in Hanwell, in the London Borough of Ealing. The ground floor is used for childminding. There is no access to a secure outdoor area but children are regularly taken to the local park. There are four children on roll at present, three of which in early years group. Children attend a variety of session during the week. The childminder supports children who learn English as an additional language.

What the setting needs to do to improve further

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

- strengthen knowledge of the areas of learning and development for young children, in order to consistently plan activities so children get the most from what is on offer
- improve the level of spoken English in order to children fully in their language development, in English

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

- Improve opportunities for outdoor play and for children to access more books to help support their communication and language skills in English
- make systems to monitor children's progress more robust to support early intervention when needed
- provide more resources to support children's creativity and critical thinking skills.

Inspection judgements

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

The childminder welcomes children into her friendly home. She has an adequate understanding of young children's needs and prepares a variety of games and activities which engage their attention and mostly respond to children's needs. The childminder observes children at play and makes notes of what their main interests are. She compiles progress folders where she is able to chart how children learn and progress. The

childminder monitors children's progress well overall by making use of well known developmental guidelines. The childminder maintains good relationships with parents and communicates with them with regards to children's daily needs. This means that there is consistency in the care and education children receive from both parents and childminder.

The childminder makes occasional good use of role play to support children's learning. For example she may set up a shop in her living room and give the children real money to handle and play with. Children are able to purchase fruit and exchange money, using counting skills to support their understanding of number operations and mathematical problems. The childminder prepares picture books for children to enjoy. She reads stories to the children and the children enjoy listening and participating in the stories. However, the childminder's selection of books does not include books that present the right kind of challenge for the children. As a result, the children lose interest at times and this hinders their language acquisition, particularly given that the childminder's own first language is not English. Similarly, the childminder's knowledge of popular nursery rhymes is limited, which hinders some supporting and fun activities that may further support children's increasing vocabulary.

The childminder organises a generally good selection of resources for children to use but limitations in planning means these activities are sporadic and not always targeted at children's interest. Children benefit from using a small drawing and writing table, however, to practise their emergent writing and drawing skills and this goes some way to support their literacy. They have access to paints and colours that generally support their creativity.

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

The childminder makes children feel secure and happy while in her care. She establishes firm, positive relationships with children. Children show they fully trust the childminder and feel comfortable in her care. This emotional security results in children who are confident and independent in their play. Children's behaviour is good because the childminder models friendly and respectful relationships. As a result, children are generally kind towards one another and play well together.

The childminder talks to the children about ways to stay safe and she makes children's safety in her home a priority. She teaches children not to run around within the house and to be gentle and kind to one another, for example. The children learn to regularly wash their hands so as to prevent the spread of infection. The childminder organises her home in such a way to encourage children to be independent in self-care activities, such as using the toilet. For example, children are able to access a separate bathroom with child size toilet and wash basin. The childminder organises a daily routine that encourages the children to adopt a healthy life style. She prepares fresh meals which the children benefit from and that they enjoy. The childminder takes some of the children to the local park most days. However, these outings are not consistently organised, which means that not all the children benefit from regular fresh air and exercise.

The children enjoy the activities and the time they spend in the childminder's care. Most resources are visible and children can select what they need for their games. This helps them build self confidence and become independent in their play, which supports them through to their next stage of learning and school.

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

The childminder organises activities that are fun and that, complement children's learning when they go to school. However, the childminder's knowledge of areas of development and learning is inconsistent in some areas. Activities and resources prepared do not always offer children the right level of challenge and as a result children's progress in some areas of learning is not as good as it could be at their age. The childminder teaches children to listen to stories and to continue learning about the world around them. However, such experiences are sporadic and do not consistently contribute to children's learning. The childminder's lack of confidence in English at times prevents her from taking activities to a level which challenges children further.

The childminder implements the safeguarding and welfare requirements of the Early Years Foundation Stage, making children's safety a priority. For example, she installs a fire blanket in the kitchen to prevent the spread of fire, if the necessity arises.

The childminder has good knowledge of safeguarding issues and has completed her safeguarding training. She has a good knowledge of what to do if she has concerns about a child in her care. This means that children are protected from harm. The childminder's house is secure and she monitors any visitors to the premises, She completes a thorough risk assessment, regularly examining all play areas and equipment for safety, thus minimising risks of accidents. She organises the environment in such a way as to enable children be independent in their explorations, without endangering themselves.

The childminder shows commitment to improving her provision and knows her strengths and areas that she needs to develop. She is proactive in visiting other early years providers where she learns new activities to organise for the children. The childminder maintains positive partnerships with parents, which help children feel as if they are in a home-from-home situation.

The childminder attends professional training courses, aiming to better her knowledge of early years education and care. She plans to continue her studies so as to improve the quality of her provision.

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
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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	EY455803
Local authority	Ealing
Inspection number	931904
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 8
Total number of places	4
Number of children on roll	4
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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