

<b>Inspection date</b>	03/04/2014
Previous inspection date	06/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 has a secure recording system in place for observing and assessing children's development. This helps to support their ongoing learning
- The childminder's home is welcoming and toys are easily accessible to encourage children to make independent choices about their play.
- The childminder has a secure understanding of promoting books and reading to children to support their early literacy development.

### **It is not yet outstanding because**

- The childminder does not always provide opportunities for all children to be fully independent with their self help skills.
- The childminder sometimes misses opportunities to extend children's imaginative play through adding and making available additional resources.

## 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 completed observations with the childminder and the minded children in the living room.
- The inspector spoke with the childminder at appropriate times throughout the inspection about the systems she has in place for observation, assessment and planning.
- The inspector sampled documentation the childminder uses to support her practices.
- The inspector looked at and discussed the childminder's self-evaluation document.

## Inspector

Jennifer Devine

## Full report

### Information about the setting

The childminder registered in 2010. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two school age children in a second floor flat in Hounslow, in the London Borough of Hounslow. The living/dining room and a bedroom in the home are used for childminding. Access to the home is via three flights of stairs. There is no access to a garden but the childminder visits local parks for outdoor play regularly. The childminder is currently caring for two children in the early years age range.

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

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

- improve the opportunities for children to develop their self help skills, such as recognising when to wipe their noses
- further support children's imagination by providing additional resources to enable them to expand and build on their ideas.

### Inspection judgements

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

The childminder has a secure understanding of the learning and development requirements. She completes regular observations and assessments of children. She provides supportive play and activities that are relevant to the children's abilities and interests to successfully promote their learning. This results in children making good progress in their learning and development.

The childminder is aware of the importance of communication in everything she does with the children and constantly models and describes actions as children play. She has a good awareness of developing children's love of books and spends time with them looking at the books together. During this time, she takes the opportunity to encourage the children to participate. She discusses the pictures in the books and encourages children to give explanations and describe what they can see. This supports children to be ready for school as they concentrate and listen for some time.

Children enjoy playing with the various toy cars together on the car mat, pretending to drive their cars along the road. The childminder supports their learning by showing them how to park their cars and pointing out the petrol station on the mat so they 'drive' their cars to get petrol. However the childminder misses opportunities to add further

imaginative play resources to extend their pretend play further.

Children enjoy taking part in activities to develop their early writing skills. They have great fun using the white board together. The childminder incorporates their interest in cars by suggesting they draw their cars and then cleverly extends this by writing numbers and counting how many cars they have drawn. As a result, this activity also supports children's early mathematical development.

The childminder ensures she has useful information from parents about children's starting points and routines to support the settling in time. This enables her to settle the children well and involve parents in their children's learning. She provides verbal feedback and shares her observations with parents to ensure they are aware of their child's day and progress.

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

The childminder provides a calm, secure and welcoming environment where children feel comfortable in the home. They have built up trusting relationships with the childminder and chat happily to her about their morning at nursery. As a result, children's self-esteem and confidence flourish enabling them to make good progress in their development.

The childminder provides a well resourced, stimulating home environment where children can easily access toys as they are stored at a child's height. This encourages children to make choices and use equipment in different ways. Children's behaviour is age appropriate and the childminder has effective strategies in place to deal with any issues as children become older and develop. Although the childminder does not have access to a garden, she ensures children go out daily to different parks for physical play and exercise.

Good standards of hygiene in the home help to keep children well. The childminder supports children to learn how to manage their personal hygiene. However, there are fewer opportunities for the children to develop their understanding of when they need a tissue as the childminder automatically wipes their runny noses rather than developing their awareness. Children's individual dietary needs are well known. The childminder has an understanding of good nutrition for young children and provides healthy vegetarian meals and snacks, which encourages them to learn about healthy eating.

The childminder gives a high priority to the safety of children. She provides a secure and safe environment for children to explore. All safety equipment is in place and no obvious hazards are accessible to the children. The childminder practises the emergency evacuation procedure with children, which is particularly important as they have a number of stairs to walk down to the ground level. Children's understanding of risks is promoted through activities, such as 'tidy up time' to prevent too many toys being left out. The childminder is very aware of safety when outside of the home and ensures all children fully understand the importance of walking safely together, such as when going to and from school each day.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Arrangements in place for safeguarding children are good and she is aware of child protection procedures to follow if she has any concerns about children in her care. The childminder's husband is a registered assistant and helps with the care of children if required or for occasional school pickups. The childminder and assistant both hold a relevant first aid certificates, which enables them to deal appropriately with any accidents.

The childminder is very committed to her professional development. She uses the self-evaluation process well to enable her to monitor her provision. This helps her to identify her strengths and weaknesses and address any areas for development. In addition, she is part of a childminding network group and uses these forums to discuss practice and receive support to help in her development. All required documentation and parental consent forms in relation to the childcare arrangements are in place to support children's welfare.

The childminder has a good understanding of the learning and development requirements. She has a good knowledge of how to support children's interest, and to help them concentrate and try out new ideas. She has a good awareness of planning positive experiences for children through a mix of adult-led and child-initiated play. There are effective assessment methods to monitor children's progress. The childminder is aware of completing the progress check for children at age two-years to ensure children are making good progress in their learning.

The childminder is aware of working in partnership with other professionals and has contact with the local school where she is clear of having good lines of communication to support the continuity of care for children.

### **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>	EY413325
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	954784
<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>	3
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/08/2013
<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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