

<b>Inspection date</b>	27/05/2014
Previous inspection date	14/05/2009

<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 good quality of teaching helps children to progress well overall in all areas of learning.
- Children are happy and content due to the bond they have with the childminder.
- The childminder clearly understands children's individual needs and incorporates them well into the planning of activities; this ensures a good balance of child-initiated and adult-led activities.
- Well-considered boundaries are in place, which the childminder positively reinforces with the children. As a result, they behave well.
- Clear and concise safeguarding policies and procedures are in place, which the childminder and her assistant follow to safeguard the children.

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

- The childminder does not use resources to promote children's home languages on a daily basis to strengthen this area of learning.

## 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 activities in the main playroom.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, planning documents, a selection of policies and procedures including safeguarding, and children's records.
- The inspector spoke with the childminder and observed practice with regards to behaviour management and safeguarding children.
- The inspector invited the childminder to carry out a joint observation.

## Inspector

Rebecca Hurst

## Full report

### Information about the setting

The childminder registered in 2004. She lives with her husband and child in a first floor flat in Isleworth in the London Borough of Hounslow. The whole of the flat is available for childminding and there is a fully enclosed communal garden for outside play. The childminder employs her husband as her assistant. There are currently nine children on roll, of these six are in the early years age range. The childminder receives funding for the provision of free education for two-year-old to children. This childminder is registered on Early Years Register and the compulsory and voluntary parts of the Childcare Register. She walks to local schools to take and collect children.

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

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

- increase resources to further promote children's home languages on a daily basis.

### Inspection judgements

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

Children are making good progress in their learning and development because of the good quality teaching from the childminder and her assistant. The childminder provides a good standard of childcare practice by creating a vibrant, safe and enriching environment where children can play, learn and develop. She promotes learning well because she provides a good range of activities and experiences covering all areas of learning. This effectively supports children, as activities are interesting and individualised to meet their specific learning needs. The good planning systems ensure a balance of child-initiated and adult-led activities. The childminder works closely with other agencies caring for children to set targets for them to work towards. She also makes good use of time lines and sign language to support the children to progress with their learning and development. Given the children's ages and stages of development, they are progressing well towards the early learning goals.

The childminder is fully aware of her role in completing the required progress check for two-year-olds and sharing the outcomes of these with the parents. This allows them to see what the childminder is currently working on, and the good progress the children have made from their starting points. The parents also share with the childminder the reports from the health visitors so she can use this information to inform her own planning. This provides good continuity of care. Children are well prepared for the next steps of their learning due to the effective teaching that is in place from the childminder and her assistant.

The caring and supportive childminder and her assistant nurture children's personal and social development well. The childminder takes time to settle the children into the setting and helps them to understand their feelings and how they can change. Children enjoy snuggling into the childminder and her assistant when they get tired and need some reassurance during play. This promotes well the children's self-esteem and their confidence to go and try new things. The childminder works closely with parents to support the children's routines in order to meet their individual needs.

The childminder promotes children's physical development in the indoor and outdoor environments. All children participate in outdoor activities daily, such playing in the local parks and playing in the communal garden. Everyday routines, such as tidying away resources and feeding themselves at mealtimes and cooking, enhance children's physical and independence skills.

The childminder nurtures well children's vocabulary through everyday activities and through the good use of resources. The childminder takes time to find out about children's backgrounds and any festivals and celebrations they carry out at home. She uses these successfully to teach the children about the wider world around them. However, the childminder does not use and make resources available on a daily basis to help promote children's home languages to fully support them learning English as an additional language.

Children enjoy sitting together to read stories. The childminder asks useful questions to get the children to think about what is happening. They sing along with the nursery rhymes in the books, which further promotes their language development. Younger children sit with the assistant and look through touchy feely books. He talks to them and explains what they are feeling. This promotes further children's language development and their exploration through touch.

Children enjoy colouring. The childminder sits with them and they talk about what they are drawing. She asks the children about the colours and gets the children to describe what they have drawn. This promotes well their creativity. The childminder successfully promotes children's mathematical skills through the good use of clock puzzles. She works with the children to teach them about sequencing of numbers and what order they go in to tell the time. This also promotes the children's physical development as they fit the pieces into the spaces available.

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

The childminder demonstrates a positive approach to inclusion. She works closely in partnership with parents to meet the individual needs of all children. The childminder shows a comprehensive understanding of each child's unique needs and has detailed information about individual requirements. The childminder works closely with other agencies working with the children to provide continuity of care for them. She attends regular meetings to share the children's targets and what she is currently working on with them. They work together to set new targets for the children to work towards, allowing

them to make good progress with their learning and development.

The childminder works closely with parents to find out about children's individual needs. She uses this information successfully to settle the children into her home. The childminder and her assistant are consistent in their approach to behaviour management. Clear and concise boundaries in place, with positive support from the childminder and her assistant support the children well. The childminder and her assistant talk gently to the children to explain the differences between right and wrong. They teach the children well to learn how to share and the importance of being kind to each other. Given the children's ages and stage of development, they are all well behaved.

Children have access to a communal garden. The childminder takes a good amount of resources that successfully promotes and enhances their physical development when using this area. The childminder makes good use of the large apparatus such as climbing frames in the local parks and woods for the children to explore to enhance children's physical development.

The childminder has secure and effective measures in place to promote children's ongoing safety in both the indoor and outdoor environments, as well as on outings. The childminder's assistant is in charge of risk assessments and can clearly identify hazards and any action taken to minimise these. The assistant is fire marshal trained to carry out fire drills on a regular basis so children are aware of what to do in the event of an emergency. The childminder and her assistant work together to teach the children about the importance of keeping the hallway clear of trip hazards so they have a clear walkway to exit the flat. This further enhances the children's learning about safety and how to keep themselves safe from harm.

Children develop well in an environment where the childminder maintains a good standard of hygiene. All children learn about good hygiene routines through washing their hands at appropriate times throughout the day, for example before meal times and after visiting the bathroom. The childminder prepares freshly cooked meals for the children, who work with the childminder to prepare and cook their food. The children have their own towels to use in the bathroom to avoid cross contamination.

Children work with the childminder and her assistant to set the tables and count how many chairs they need for all of them to sit down. This promotes the children's physical development with moving the chairs and their mathematical skills as they count the amount needed. They set the table ready for meals and serve themselves their food such as salad. The childminder sits with the children to encourage them to eat and explains the effect eating has on their bodies. This teaches the children about their own health and well-being.

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

Leadership and management of the setting is strong. The childminder works closely with parents to bring about the best possible outcomes for children. She maintains documentation to a high standard and all records required for the safe and efficient management of the childminding setting are readily available. The childminder and her assistant have a good understanding of safeguarding policies and procedures. They are clear about what they will do if they have any concerns about the children in their care. Only the childminder has use of the camera in the setting so she is fully aware of what photographs they take of the children. Both the childminder and her assistant are fully aware of procedures to follow if any allegations are made against them and who they would report these to.

The childminder carries out supervisions and appraisals for her assistant so she can feedback on the quality of his work and what areas she feels he would benefit receiving training in. The childminder and her assistant both have first aid in place. The assistant also has permission from the parents to be left alone with the children for up to two hours per day. This allows the childminder to improve the activities that are on offer to the children and the care they receive.

The childminder has a good understanding of the learning and development requirements. All planning is individual for each child and takes into account their interests and their next steps of learning. The childminder successfully links these to the learning intentions, which she uses to help children make progress across all areas of learning. The childminder uses relevant early years guidance in her practice to support children's progress and to highlight the next steps in their development. This also allows the childminder to see where they may need extra support to progress with their learning and development.

Self-evaluation is strong and the childminder is fully aware of her key strengths and the areas she is currently working on to improve the outcomes for children. Parents share their views through verbal feedback and termly questionnaires. The children share their thoughts on the activities offered through completing their own questionnaires. The childminder uses this information effectively to shape the service that she provides. The childminder works closely with the local authority to assess her practice and highlight areas for her and her assistant to work on. She looks at the feedback given and uses it to plan training. This has a positive effect on the children through the activities she and her assistant are able to offer after attending training events. For example, the good use of Makaton training to support children with their language development. As a result, the service is highly responsive to its users.

The childminder works very closely in partnership with parents to bring about the best possible outcomes for all the children. Parents regularly share children's learning at home with the childminder and she uses this information to enhance the children's individual learning needs. The childminder is fully aware of the need to work with the other settings caring for the children. She regularly shares the children's stages of development and next steps with them. This provides highly effective continuity of care for all the children.

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>	EY290750
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	971688
<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>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/05/2009
<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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