

Inspection date

Previous inspection date

09/04/2014

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 secure relationships with the children and encourages their self-esteem and confidence.
- Children benefit from a wide range of outings and attend local places of interest, which extends their learning experiences.

It is not yet good because

- The childminder has a limited understanding of all aspects of learning and development, which impacts on providing activities that suitably challenge and extend children's learning.
- Opportunities are missed for children to be independent, especially in managing their personal needs and hygiene practices.
- The childminder has not fully established partnerships with schools the children attend to share information on children's learning and development.

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's interactions with the childminder and activities carried out in the play room and lounge.
- The inspector spoke with the childminder and interacted with the children at appropriate times throughout the inspection.
- The inspector looked at children's learning files and planning and assessment documents.
- The inspector looked at a selection of relevant documents.
- The inspector checked the qualifications and suitability of the childminder.

Inspector

Sangeeta Gardiner

Full report

Information about the setting

The childminder registered in 2013 and lives in Isleworth in the London Borough of Hounslow. She lives with her husband and their young child who is within the early years age range. The premises are on the ground floor flat and all areas are available to use. This includes two bedrooms, a lounge, a bathroom and kitchen area. Children also have access to a communal outdoor space for outdoor play. The childminder accesses local amenities, such as the park, children's centre, shops and parent and toddler groups. She also takes children on local trips. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and to provide overnight care for one child. There are currently three children on roll, two of whom are within the early years age group. The childminder operates from 6.30am to 6.30pm all year round.

What the setting needs to do to improve further

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

- gain a better understanding of the learning and development requirements in order to fully implement an effective educational programme that covers all seven areas of learning to support children, and provide suitable challenges.

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

- extend opportunities for children to be independent while managing their own personal needs and ensure all hygiene routines are maintained.
- expand partnerships with other settings that children attend to promote continuity of care and share information about their learning and development appropriately.

Inspection judgements

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

The childminder interacts positively and enthusiastically with the children as they play. She promotes their communication and language development. For example, she encourages them to name different fruit and joins in with children as they participate in make-believe play. The childminder supports children in gaining physical skills and to

develop their large muscles as they use push along toys and ride scooters. Children gain knowledge of how things work as they enjoy exploring sounds by playing with an electronic key board. Cooking activities enable children to practise their manipulative skills as they stir and chop ingredients. They explore rhythm and rhyme while listening to nursery rhymes and joining in with songs such as 'the wheels on the bus'.

However, at times the childminder does not use effective teaching techniques and opportunities are missed for children to be suitably challenged in their learning. For example, during adult-led activities, the childminder does not make use of open-ended questioning to enable children to think for themselves. Also on occasions, the childminder provides limited chances for children to be creative in activities such as drawing and painting; they use pre-drawn templates and worksheets to decorate and children are shown how to paint pictures.

Weekly visits to the local library provide good opportunities for children to share books and listen to stories. Children go the local children's centre and parent and toddler groups, which develops their social skills. Children benefit from regular outings to the park and the childminder arranges trips in response to children's interests.

The childminder gathers good evidence from parents about children's starting points. This enables a smooth settling-in process and provides suitable information to support the children in her care. Observations are carried out periodically and photographs of children engaged in activities are kept in individual folders. However, although the childminder demonstrates some acceptable understanding of children's needs, she does not have a sound understanding of how to support children's learning and development. Consequently, the planning does not focus on meeting the requirements of individual children neither does it provide a breadth of experiences across all areas of learning.

Parents report that they are happy with the care that their child receives and have rated the childminder as 'excellent'. The childminder gathers parents' views through a questionnaire and she addresses any issues highlighted. The childminder provides regular feedback to parents on the child's day. However, due to her lack of understanding of learning and development, the childminder is not able to provide them with sufficient information on how to support this at home.

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

Overall, the childminder supports children's personal and emotional development well. Despite only attending for a short time, secure emotional attachments have formed, as children approach the childminder with ease and feel safe in her care. For example, a child goes happily to the childminder for cuddles and comfort. Children receive frequent encouragement and praise, which reinforces positive behaviour and boosts their self-esteem. The childminder encourages children to be kind and respectful to one another. The childminder plans celebrations from a range of cultures to introduce children to

different lifestyles and customs.

Children follow house rules, for example, saying 'please' and 'thank you' and share toys and equipment well. The childminder encourages children to look after their environment as they tidy up after activities. However, she does not actively promote children to be independent for example, by encouraging them to do things for themselves such as blowing their nose or feeding themselves. This restricts their development in managing their personal needs. Overall, the childminder promotes healthy lifestyles. Children have access to drinks throughout the morning and the childminder prepares fresh food on a daily basis, which provides a suitably balanced diet. However, the childminder does not always encourage children to follow good hygiene routines, such as hand washing before they eat their meals. The communal garden is used for outdoor play. Children are given daily opportunities to practise their physical skills and benefit from fresh air when walking and playing at the local park.

The childminder makes good use of the indoor space, setting out a range of resources for children to access freely. Her home is welcoming and safe. The space is organised effectively so that children can play, eat and rest comfortably. The childminder promotes children's awareness of personal safety and risk, for example, as they discuss keeping themselves safe when going out on trips.

The childminder communicates well with parents to ensure care routines, such as for sleeping and eating. This enables children to feel secure. However, although some children attend other settings, the childminder has no clear systems in place for sharing information with them to promote children's well-being and ensure that their learning needs are met.

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

The childminder has a good understanding of safeguarding requirements and knows how to respond to concerns over a child's well-being. She understands the need to refer any concerns to the appropriate authorities and has a list of contact numbers for this purpose. This helps her identify and minimise any potential risks to children. All members of the household have been suitably checked and the childminder has attended safeguarding and paediatric first aid training. The childminder establishes the identity of any visitors to her premises to safeguard all children in her care.

Parents receive good information about the childminder's provision and have access to a copy of all her written policies. The childminder maintains appropriate records for the children on roll including permissions for taking photographs of the children and giving them emergency treatment. The childminder risk assesses all trips and shows that she has a good understanding of how to minimise hazards.

The childminder shares the children's routines and activities with parents. She discusses some of the learning that has happened within her setting and as a result, parents are aware of some aspects of their child's progress. However, her knowledge of the learning and development areas of the Early Years Foundation Stage is not fully secure. This leads to a lack of understanding of how to provide and monitor a balanced educational programme for each child. As a result, support for children's learning needs improvement. Children make steady progress in their development, but lack of monitoring of planning, observation and assessment means that progress is not maximised.

The childminder has developed links with the local authority and other childminders in order to keep herself up to date and share effective practice. She aspires to improve her provision and has attended several courses to maintain her service. However, her reflective practice is quite general and does not always provide clear targets for improvement.

The childminder has not established a relationship with other schools that children also attend. Therefore, information about children is not shared in order to support children's transitions and future learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY465237
Local authority	Hounslow
Inspection number	936296
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	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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