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| Inspection date | 24/09/2014 |
| Previous inspection date | 16/09/2013 |

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| The quality and standards of the early years provision | This inspection: | 2 |
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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

- The childminder enjoys her role, and her enthusiasm motivates children and excites them to learn.
- The systems to assess and plan for each child are broad and are based on their individual learning needs. As a result, children make good progress.
- The childminder monitors and reflects on her practice, which means the children benefit from her secure knowledge and dedication.
- The childminder offers a kind and caring environment for the children to play, learn and develop and where they feel completely safe and secure.

It is not yet outstanding because

- The childminder does not effectively use written and/or picture labelling in the environment, which reduces opportunities to promote children's understanding of the written word and its links to pictures.

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 discussed the systems the childminder uses to observe and record the children's progress.
- The inspector sampled documentation the childminder uses to support her work.
- The inspector discussed the process of self-evaluation with the childminder.
- The inspector completed observations of the children during the inspection.

Inspector

Julie Biddle

Full report

Information about the setting

The childminder registered in 1999. She lives with her adult daughter in the London Borough of Hillingdon. Children have access to the lounge, conservatory, kitchen diner and bathroom, which are all located on the ground floor. Children have access to a garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She regularly works with an assistant. There are currently three children in the early years age group on roll.

What the setting needs to do to improve further

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

- consider ways to extend children's language development, for example, by providing written words and pictures as labels to describe objects in the play environment.

Inspection judgements

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

The children thrive in this warm, welcoming and challenging atmosphere. This secure environment provides the children with a secure base from which to learn and have fun. The childminder and her assistant are kind and caring towards the children. The childminder uses her knowledge to plan a range of thoughtful and challenging experiences for the children. The childminder completes detailed observations of children's achievements. This enables the childminder and her assistant to assess each child's progress effectively and supports the planning for the next steps in their learning. As a consequence of the effective teaching, and the range of learning experiences, children make good progress and are ready for the next stage in their learning.

Children make their own choices about their play. This helps them develop their independence and confidence. For example, when the children asked to play with building blocks the childminder responded with enthusiasm by asked the children about the colour of the blocks and how high they could build a tower. She linked the conversations to different styles of building blocks and talked about trees and people who form the construction. The childminder promotes children's communication and language skills well because she talks to them all the time as they play. Although the children gain confidence in asking for toys, the resources are not labelled, meaning children do not have the opportunity to link words and letters to objects.

Children enjoy reading books both alone and with the childminder to develop their literacy skills. The children used their imagination to build a train track they had worked together

to create a shape. The childminder uses all experiences as an opportunity to provide a fun environment to help children to learn. For example, she asked the children about the track pieces and encouraged them to think about how the pieces fit together. This promoted children's good awareness of mathematical concepts through practical experiences. Children have a good range of opportunities to develop an understanding of the world. For example, the childminder takes them on visits to the park where they have an opportunity to use challenging play equipment and meet new friends.

Children enjoy the outdoor environment; they have fun in the garden exploring the use of the slides, swings and a trampoline. The trampoline is fully netted meaning children are safe when they use it. In addition, the childminder provides children with good opportunities to understand about caring for plants and seeds as they grow. Children understand they need to water plants to help them grow.

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

The children are very well settled and form happy attachments to the childminder and her assistant. Children demonstrate they feel secure and comfortable. Both the childminder and her assistant supervise children at all times and successfully deploy themselves well, which further adds to children's sense of security. The childminder promotes the children's emotional well-being by understanding their individual care needs and through calm and consistent interaction. The children confidently approach the childminder for cuddles and support when they are feeling upset or need help with an activity. Parents recognise and value the warm and caring relationship between the childminder and the children.

The childminder offers children a range of toys and resources that reflect diversity in the local and wider world. This helps to promote children's understanding of differences between themselves and others. The childminder reminds children to share toys and resources. She encourages them to play together and to understand about acceptable behaviour. Children are supported well to develop their confidence, independence and social skills in preparation for the next stage of their learning and when they transfer to school. Children's health and well-being are given good consideration by the childminder, who has a good understanding of healthy eating. She effectively uses activities as learning experiences for the children to develop their awareness on healthy eating. The childminder positively encourages children to use cutlery at meal times. This promotes the children's confidence in their abilities and supports their growing independent skills effectively. The children adopt good personal hygiene routines because they wash their hands before they eat and after using the toilet, knowing how important this is.

Children go for walks in the community or play in the garden so they benefit from the fresh air and exercise this provides. They regularly use the large play equipment at the local park, so gaining an understanding of the need for physical exercise. The childminder encourages children to understand about risks in their environment. For example, when they play on the trampoline, they understand about how to keep safe; the childminder stands back, allowing the children to take safe risks in a controlled situation.

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

The childminder demonstrates a good understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. She makes effective use of self-evaluation by talking to her assistant and identifying areas of their work where she wants to develop her skills further. For example, she has made changes in her garden to make the garden more accessible to the children. Furthermore, the childminder has made enquires about further training available for both her and her assistant. This demonstrates the childminder has a positive approach to continuing her professional development and a strong capacity to sustain and drive improvements.

The childminder has successfully met the actions set at the last inspection. As a result, all members living in the household over the age of 16 years have all undergone the required Disclosure and Barring Service check and children are appropriately supervised to ensure their safety at all times. In addition, the childminder has installed suitable fire control equipment, such as fire blankets and has in place the required documentation including records for the administration of medication. This benefits all the children in her care.

The childminder understands her responsibilities regarding child protection. She has a good awareness of the procedure to follow if she has any concerns about children in her care. The childminder's safeguarding policy includes the required elements. The childminder monitors the practice of her assistant and together, they supervise children closely. The space in the home is organised so children can move safely and with confidence. The childminder completes risk assessments to ensure the safety of the children is maintained. For example, children are aware that when they play on the trampoline they must keep net closed. In addition, the childminder has successfully completed her first-aid training following a previously action set at the last inspection.

The childminder is self-confident and enthusiastic in her role with the children. She has developed a well-organised and child-orientated environment to enable children to play and learn successfully. The childminder demonstrates a secure understanding of completing required progress checks for two-year-old children. She effectively observes and assesses the children's progress and she uses this information successfully to plan activities.

The childminder provides daily written feedback to keep parents up to date about their own children's care, welfare and the activities they partake in. As a result, parents are fully involved and informed about their children's progress. The childminder understands her role in sharing assessments with parents. This means parents are fully encouraged to contribute to their child's learning and development. The childminder is aware of other professionals she can contact for guidance and support if she has concerns about children's development and progress.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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 | 138566 |
| Local authority | Hillingdon |
| Inspection number | 963016 |
| 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 | 16/09/2013 |
| 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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