

Inspection date

Previous inspection date

22/07/2014

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 forms strong bonds with the children, which results in children feeling secure, gaining confidence and enjoying their time in her care.
- Children benefit from the childminder's constant involvement in their play. This encourages children to concentrate, investigate and explore.
- The childminder builds good relationships with parents, sharing information well and reassuring them about their children's care.

It is not yet good because

- The childminder's use of risk assessment is not comprehensive and robust in assessing that arrangements for ventilation during hot weather are suitable and keep the premises secure.
- The childminder does not obtain parents' written consent prior to administering medication or maintain a written record of when this has been administered.
- There are few opportunities for children to make their own stories and books to support and extend their interest in books.
- There is lack of different resources and discussions to help children's understanding and observation of how different weather conditions affect their environment.

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 spent the inspection time with the childminder, observing her and the children she was caring for in the childminder's home.
- The inspector discussed safeguarding with the childminder and viewed her safeguarding policy.
- The inspector shared ongoing discussions and joint observations with the childminder during the visit.
- The inspector gathered parents' views through letters they had left with the childminder and discussion with a parent.
- The inspector sampled documentation, records, and children's information and development records.

Inspector

Jane Nelson

Full report

Information about the setting

The childminder registered in 2014. She lives with her two school-aged children in Chiswick, in the London Borough of Hounslow. The childminder lives in a ground floor flat and the whole of her home is used for childminding. There is a fully enclosed garden for children to play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder holds a level 3 childcare qualification. She is currently caring for four children in the early years age range, all of whom attend on a part time basis.

What the setting needs to do to improve further

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

- ensure ongoing risk assessments include all aspects of the environment children come into contact with, in particular the arrangements for ensuring windows used for ventilation are safe and secure
- ensure parents' written permission for the administration of each particular medicine is obtained prior to this being administered and a written record is maintained of each time a medicine is administered to a child.

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

- extend children's interests through additional resources and discussion, for example to help them learn more about the weather and how it affects their environment
- involve children in creating and making their own books and stories to encourage their imagination, developing vocabulary and understanding of their own and each other's families.

Inspection judgements

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

The childminder is newly registered. She is adapting to, and enjoying, her new role as a childminder and is learning through experience. The childminder provides a homely, welcoming environment. She plans and provides play experiences and activities that

reflect children's individual interests and preferences. The childminder involves herself in children's play, providing encouraging and supportive interactions to help children to play together. This results in children gaining confidence, being interested in their play and exploring. The quality of teaching overall is good. This helps children make good progress in their learning and development given their starting points. The daily routine and activities children experience with the childminder help to prepare them for the next stage in their learning, such as moving on to nursery or school. For example, children enjoy listening at story time and are familiar with the routines and expectations at snack and meal times.

Older children new to the childminder's care are confident and articulate speakers. They ask questions and talk to their younger friends, encouraging their language and communication. Younger children vocalise excitedly as they play and when they want to make their feelings known. The childminder repeats younger children's early vocalising, describes what they are doing and gives children clear explanations. For example, when the childminder described a planning outing as a picnic, children asked, 'What's a picnic?' She explained a picnic is when we make sandwiches at home and take them to eat in the park. This helped children to increase their vocabulary, understand the meaning of new words and provided opportunities for further discussion. Young children are developing confidence and independence in their physical skills and movement. They crawl, shuffle and pull themselves up on low surfaces and are beginning to walk independently. Children responded excitedly to music generated by their actions as they pressed buttons and turned knobs on favourite toys. They reached out with their arms, wiggling them and moving their bodies to the music. Children repeated their actions to make the music play again. This helped children understand how things work and learn that their actions generate change. It also encouraged their physical development and enjoyment of music as they move their bodies.

The childminder suggested a story, finding books she knows children enjoy and assessing that this will interest children of different ages. Young children sat cosily on her lap and next to her. As the childminder began to read, older children recognised a favourite story and joined the group, snuggling in beside her to listen. All children listened intently. Older children expressed their emotions, describing how they are 'scared' of a character in another book. The childminder reassured them by saying, 'Oh you don't need to be scared; they're nice'. This helped children understand they will be listened to and their emotions acknowledged, which builds their confidence. Younger children looked at the illustrations and turned the pages eagerly in expectation of the familiar phrases in the story. This encourages children to listen, predict what is coming next and participate in the story. However, the childminder does not build on and extend children's interest by providing opportunities for children to make their own books, or tell their own stories through drawings or photographs.

Children enjoy playing in the garden on a hot day. They explored sand, feeling the texture as they dig and sift it in a small sand pit. They used physical skills to climb up the three steps to the small slide and come down the slide. Children showed interest in the outdoor environment and the childminder talked to them about it being hot. However, the childminder does not always take all opportunities to extend children's interests through additional resources and discussion, such as by helping them to observe and identify

different weather conditions that affect their environment when they show interest in the weather.

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

Children share strong bonds with the childminder. Younger children cuddle into her, smile, laugh and vocalise, demonstrating they feel safe and secure with her. Older children show confidence and developing independence as they help themselves to toys, ask for things they cannot reach and use the bathroom independently. Although the childminder supervises children closely, she does not always identify all potential hazards to ensure children's safety, such as the risks to children from the windows she uses for ventilation. Overall, children behave well. Any minor issues or disputes are dealt with appropriately by the childminder.

Children enjoy healthy meals and snacks which the childminder provides. She reminds children they need to drink water on a hot day, and that milk helps their bones to grow. This helps children understand their own health needs and recognise when they are thirsty. Older children confidently wash their hands and show the childminder they have done so. The childminder talks to younger children about nappy changing, as this time approaches. This helps children feel secure with the routine and begin to recognise when their nappy needs changing.

Children have opportunities for daily play in the childminder's garden. They make regular outings to local parks and play groups with the childminder. This helps children's physical development and general well-being, and encourages children's confidence in playing in a larger group of children. These experiences and the relationships children share with the childminder and each other help to prepare them emotionally for future changes, such as a move to nursery or as they approach school age.

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

The childminder understands her responsibilities relating to child protection and the procedures to follow if concerns regarding children's welfare arise, or an allegation is made about her. She is aware of the need to notify Ofsted of significant events. The childminder uses risk assessments in her home and on outings and supervises children closely to make sure they are safe. However, on occasion, windows on a low level are opened to provide ventilation, rather than higher windows that are more secure and out of children's reach. The childminder is always with the children; however, when she and the children leave the room to play elsewhere the childminder does not always close the windows, resulting in the premises not being fully secure. This compromises children's safety.

The childminder uses self-evaluation appropriately to reflect on what is working well, and changes she has made. For example, she has reorganised space in a room used for

children's play to provide more floor space. She intends to attend training to help her future development and plans to make use of local resources, such as the local drop in groups, to supplement home-based play. The childminder maintains most of the required records and documentation. However, she has not obtained parents' written consent prior to administering non-prescription medication and maintained a record of when this was administered. This is a legal requirement for providers registered on the Early Years Register and the Childcare Register.

The childminder observes and assesses children's development and identifies how to help children of different ages and stages of development progress. For example, she holds conversations and discussions with older children, and provides activities linked to letters and sounds, to help prepare them for the move to school. She provides emotional security, close physical reassurance and favourite toys for younger children to encourage their exploration and encourage independent movement. The childminder will be using her observations to contribute to assessment, including the required progress check for two-year-old children, as children reach this age range.

The childminder forms good relationships with parents. They all praise her care highly and comment how happy and secure children are in her care. They comment on the progress children have made and that the childminder shares information well with them. Parents refer to the childminder's professional and caring manner and that they have great trust and respect for her. The childminder works appropriately with other settings children attend. She exchanges information with the nursery children attend, and includes discussion and activities relating to things they are learning about at nursery, such as, letters, numbers and shapes, to help children progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises; and ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- keep records of the following and retain them for a period of two years: any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (compulsory part of the Childcare Register)

- childminders must undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises; and ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- keep records of the following and retain them for a period of two years: any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent. (voluntary part of the Childcare Register).

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

Unique reference number	EY472821
Local authority	Hounslow
Inspection number	999747
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
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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