

Inspection date	20/11/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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 shares affectionate, caring and supportive interaction with children and provides a homely, stimulating environment where they are encouraged to develop confidence and explore.
- The childminder plans a good range of varied and interesting activities reflecting children's individual interests and stage of development.
- The childminder links ongoing discussion to children's individual experiences which interests and engages children, and encourages their language and communication skills.
- The childminder builds good relationships with parents, sharing information with them well, providing support and helping parents feel reassured their children are happy and developing well in her care.

It is not yet outstanding because

- The childminder does not have a range of books that children have helped to make or that reflect their own families, to help children learn about themselves and their community.

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 the childminder and her interactions with the children she was caring for in her home.
- The inspector discussed safeguarding with the childminder and read her policy.
- The inspector viewed documentation, children's information and development records.
- Parents' views were gathered through discussion with parents and a letter they gave the inspector expressing their views.
- The inspector shared discussion and a joint observation with the childminder during the visit.

Inspector

Jane Nelson

Full report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, family and her adult daughter in Feltham, Middlesex, in the London Borough of Hounslow, close to shops, parks, schools and public transport links. The living room, kitchen diner and toilet on the ground floor are used for childminding. There is access to an enclosed garden at the rear. The childminder currently has one child in the early years age range, who attends part-time. The childminder is working towards a National Vocational Level 3 qualification in childcare.

What the setting needs to do to improve further

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

- extend the range of books to include some that children help to make, and that reflect their families and familiar places to help children learn about their community and environment.

Inspection judgements

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

The childminder provides a stimulating and welcoming home environment for children. She plans a varied range of play experiences that reflect children's individual interests and help to prepare them effectively for nursery and school. The childminder focuses on building caring and supportive bonds with children which encourages them to develop confidence. She constantly interacts with children, linking conversations and discussions to their own everyday experiences, which encourages children's listening skills and language development. The quality of teaching is good, consequently, children make good progress in their learning and development given their starting points. The childminder provides an extensive and interesting range of toys, play materials and activities. Play materials are presented invitingly, encouraging children to investigate, help themselves and use them imaginatively.

At the inspection, children were busy, active learners and showed good levels of concentration during their play. Children persisted with activities and returned to a favourite of playing with dolls from time to time. They mimicked adult actions as they dressed, fed, changed and settled the dolls to sleep, wrapping them in a cosy blanket and rocking them carefully. Children whispered using a quiet voice and said, 'Shh? quiet' while the doll was sleeping. This helps children link familiar daily routines to their play and learn to show care for others. The childminder joined in children's play, providing consistent, calm and encouraging interaction. She asked questions and listened and encouraged

children to communicate and make independent choices. The childminder offered suggestions or alternatives to extend children's play and praised their achievements. This resulted in children being fully engaged in activities, proud of what they were doing, and showing self-confidence and independence.

Children show a developing enjoyment of books and are beginning to recognise similar animals and illustrations in different books. Children showed great excitement as they explored a puppet book with the childminder. They positioned their hand inside and giggled, laughed and shouted as the movement of their fingers made the puppet move. This helps children develop their small physical skills, encourages them to use their creativity and imagination and helps them develop early reading skills. However, the childminder does not extend the range of books to include some children have helped to make or that include their families and familiar places to help them learn about their community and environment.

Children use simple mathematical skills in their play, confidently recognising, naming, and creating different shapes. For example, they joined two ends of a toy snake together and said, 'Look, circle' and identified 'the star' shape they made with a stencil on a drawing board. The childminder encouraged children in making comparisons between big and little animals by positioning animals of different sizes near each other. Children used the language of size correctly, for example when identifying the animals and stating their sweater was 'too big' as they tried to put it on the doll. This helps children learn to sort, recognise and categorise objects according to shape, colour and size.

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

Children showed during the inspection they felt very happy, secure and safe with the childminder. They separated with ease from their parents, were pleased to see the childminder and explored the toys set out. Children shared cuddles, affection and laughter with the childminder showing they are confident, motivated and enjoy being with her. The childminder supervised children closely during the inspection and reminded them to be careful as they played. She linked some discussion about health routines, such as using the potty, washing hands, feeding, and being careful, to the children's play with dolls. This encourages children to develop good hygiene routines and awareness of their own health and safety through their play experiences.

Children behave well as they are busy, stimulated and interested in their play and their interaction with the childminder. They play in well-organised space with room for sitting, lying on the floor, stretching, cuddling in and moving about freely, which helps children develop a range of physical skills. They have daily outings with the childminder to local parks and access to a good range of outdoor toys and equipment in the childminder's garden. This helps children expend energy and contributes to their enjoyment of the outdoors and general wellbeing. The childminder encourages children to enjoy healthy snacks of fresh fruit she provides, and their parents provide a packed lunch.

The strong bonds children share with the childminder and their daily experiences with her

help prepare them emotionally for the move onto nursery or school. For example, they are secure being cared for outside of their immediate family and are gradually learning to socialise in a larger group of children when the childminder meets up with childminder colleagues. Children sometimes accompany the childminder on the school run which helps them become familiar with the school building and staff.

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

The childminder understands her responsibilities regarding child protection and safeguarding. She identifies signs of abuse and knows the procedures to follow if concerns regarding children's welfare arise or an allegation is made relating to her or her family. The childminder understands her responsibilities in meeting legal requirements. She is aware of when to make notifications to Ofsted, such as informing them of any changes to adults in the home. The childminder understands the maximum numbers of children she can care for and how her own children's ages affect these. She uses risk assessment and ongoing daily visual checks effectively to assess and monitor safety in the home and when on outings. The childminder reviews and makes adjustments according to children's age and stage of development, and as issues arise or changes occur. Space in the home is organised well for children to play, eat and rest safely and comfortably.

The childminder observes and monitors children's development effectively. She regularly shares information with parents about their children's progress, involving them in contributing to discussion and children's learning. The childminder uses her observations and assessment to contribute to the required progress check for children aged between two and three years. Her good knowledge of individual children helps her identify, plan for their next developmental steps and use this knowledge effectively to help children progress. For example, the childminder identifies through her observations that she needs to focus on more activities to help children learn about numbers and shapes and continues to help children build self-confidence. Both these areas were observed as being supported well by the childminder during the inspection. For example, children were observed using numbers in their play and recognised different shapes. The childminder identified children were increasing their self-confidence in adjusting to a slightly different routine.

The childminder shows a good commitment to ongoing improvement and developing her skills. For example, she is currently continuing to work towards completing a National Vocational Level three qualification in childcare. The child-minder uses self-evaluation effectively to review her practice, and identify her strengths and areas for development. For example, she uses her observations of children's development to monitor that she is linking activities to several areas of learning and covering all the areas of learning in her daily play and routine with children. She has identified where specific children need support and how she can support this through her interaction and play experiences.

The childminder understands the importance of working in partnership with other professionals and settings involved in children's care to help them progress. She has experience of sharing relevant information and has plans to develop relationships with a

new setting children will be attending. The childminder builds good relationships with parents. They praise her highly and refer to the good progress their children have made during their time in her care. They comment that their children have a lovely relationship with the childminder, and state she is very supportive, provides a good range of activities and shares information with them well.

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

Unique reference number	EY422966
Local authority	Hounslow
Inspection number	894698
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
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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