

Inspection date	20/11/2014
Previous inspection date	17/12/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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's home is welcoming and toys are accessible, which encourages children to make choices about their play.
- Children are kept safe and secure because the childminder has a suitable understanding of safeguarding. She ensures her home is safe for children and they can safely access outdoors.
- The childminder is kind and caring, and sufficiently supports children's communication as she interacts with them as they play.

It is not yet good because

- The childminder lacks confidence in her understanding of the areas of learning. In addition, children's observation and personal records are not up to date to support their learning.
- At times, the childminder shows little understanding of how to manage children's behaviour fully in order to support their personal, social and emotional development.
- The childminder does not always reflect on her practice to improve outcomes for children.

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 completed observations with the childminder and on the minded children present in the lounge and kitchen.
- The inspector spoke with the childminder at appropriate times throughout the inspection about the systems she has in place for observation, assessment and planning.
- The inspector sampled the documentations the childminder uses to support her practice.

Inspector

Jennifer Devine

Full report

Information about the setting

The childminder registered in 1993. She lives with her husband in Cowley, in the London Borough of Hillingdon. The childminder uses mainly the ground floor of her premises and there is a fully enclosed garden for outdoor play. The childminder is currently minding two children in the early years age range and one older child. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- ensure the learning and development requirements for the Early Years Foundation Stage are fully implemented to promote learning for all children
- ensure behaviour is managed in an appropriate way to support children in learning to manage their own feelings and behaviour
- keep a record of each child's full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers

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

- enhance children's progress further by using up-to-date information from observation records to shape their future learning
- review self-evaluation processes to identify fully the strengths and areas for development, in order to improve outcomes for children.

Inspection judgements

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

The childminder has some understanding of the requirements for the Early Years Foundation Stage but; she is not clear about all the revised changes. However, as she has

been minding for many years, she does show a suitable awareness of basic child development. The childminder records observations of children's achievements but; does not always ensure these records are up to date. As a result, her assessments on children do not fully support her in planning for the next steps in their learning or in identifying key areas to help their individual needs. For example, she lacks some knowledge on how to support children's personal, social and emotional development, particular in helping children to manage their own feelings. However, she is aware of completing the progress check for children aged two years and shares this process with parents.

The childminder has a sound awareness of allowing children time to make choices about their play. For example, they enjoy some time playing with the marble run and the childminder shows them how to build this up so that the marbles run down. She encourages children to experiment independently and try out different ways of setting it up. This supports children's problem-solving skills well and allows them to think and test out their ideas.

The childminder clearly enjoys being with the children. She sits and interacts with them as they play and encourages them to respond. She is aware of how to support children in their next stages of learning such as school. For example, by reminding them to use phonic sounds when attempting to spell their names.

The childminder understands about the importance of children having daily fresh air and makes good use of her garden. She ensures the outdoor area is set up with outdoor play equipment, such as scooters and balls. The childminder also make use of outside play areas to extend children's learning in the outdoor environment. In addition, they have ample fresh air and exercise as they walk to and from school every day. These experiences enable children to enjoy regular physical exercise for their good health.

The childminder knows the children well and she has built up good relationships with their parents. She provides verbal feedback every evening to parents to ensure they are aware of their child's day and relays any messages back from school.

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

The childminder provides a calm and secure environment where children are made to feel welcome and comfortable in her home. As the childminder has cared for the children for some time, she knows them well and they show they are settled, and content in her care. However, she lacks some awareness of effective ways to support children's behaviour by helping them to manage their feelings and recognise emotions, such as sadness and empathy towards their friends. As a result, this sometimes results in frustration for some children. Nevertheless, the childminder generally shows a kind and caring approach towards children and handles any behaviour issues calmly.

The childminder supports children's good health soundly. She ensures good standards of hygiene in the home to keep children well. Children demonstrate they are developing their independence as they take themselves to the bathroom as needed and know to wash their

hands afterwards. Parents provide their children's packed lunch and they enjoy eating together.

The childminder provides a secure and safe environment in which children can explore. All relevant safety equipment is in place to help the childminder keep children safe and no hazards are accessible to the children. The childminder carries out daily safety checks to make sure the home and outdoor play spaces are safe for children. The childminder is safety aware when out of the home and ensures she uses the appropriate crossings to cross roads when walking with the children, and reminds them about waiting for the green man before crossing.

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

Overall, the childminder has a suitable understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She generally provides a safe and secure environment, which is thoroughly risk assessed. The childminder demonstrates a clear awareness of the safeguarding procedures to follow if she has a concern about a child in her care. The childminder holds a relevant first-aid certificate, which enables her to deal appropriately with any minor accidents. However, the childminder does not ensure she has all relevant documentation available relating to the children. This compromises children's welfare, as the childminder does not have essential information to pass onto other professionals if needed. This is a breach of the welfare requirements of the Early Years Foundation Stage and the associate requirements of the Childcare Register.

The childminder has many years of experience and although, she has a suitable understanding of child development, she has not kept herself up to date with the recent revisions to the learning and development requirements. Consequently, she lacks knowledge in this area and is not confident in understanding all the areas of learning to support her in planning a range of experiences to enable children's steady progress.

The childminder has not developed an effective system of self-evaluation to identify fully her strengths or set challenging targets for improvement. However, during discussion the childminder, she demonstrates a suitable ability to updating her knowledge in order to make the necessary improvements to further outcomes for children.

The childminder demonstrates a sound awareness of the importance of involving parents and developing partnership working to promote consistency in children's care. She has regular discussions with the local nursery school that the children attend to share information about their learning and continues with some of the learning at home. For example, she encourages children to attempt to write their names and helps them look for and identify words in the environment, therefore, helping them to develop their early reading skills.

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:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of childcare register)
- ensure records are kept of the name, home address and date of birth of each child who is looked after on the premises, and the name, home address and telephone number of the parent/guardian/carer of each child who is looked after on the premises (compulsory part of childcare register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of childcare register)
- ensure records are kept of the name, home address and date of birth of each child who is looked after on the premises and the name, home address and telephone number of the parent/guardian/carer of each child who is looked after on the premises (voluntary part of 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	138622
Local authority	Hillingdon
Inspection number	843041
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	17/12/2008
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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