

Inspection date	02/12/2014
Previous inspection date	24/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 knows the children well and supports them effectively to make ongoing progress in their learning and development.
- Children form secure attachments with the childminder, which means they are confident, settled and keen to explore and learn.
- The childminder has good knowledge and understanding of safeguarding, and knows what to do in the event of a child protection concern. Consequently, children are kept safe from harm.
- Parents state they are happy with the childminder's service. The childminder offers a very flexible childminding service to meet individual family needs.

It is not yet outstanding because

- Very occasionally, the childminder over directs children's creative play. Therefore, children are not always able to fully express their own ideas.

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 activities in the childminder's home.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's development records, evidence of the childminder's qualifications, safeguarding procedures and letters from parents.

Inspector

Janet Thouless

Full report

Information about the setting

The childminder registered in 2004. She lives with her husband and two adult children, in a house in Isleworth in the London Borough of Hounslow, close to shops, parks, schools and public transport links. The living room of the childminder's home, and one bedroom if required for sleeping, are used for childminding. There is a rear garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is currently one child attending on a part-time basis in the early years age group. The family has a dog, turtles, a tortoise, guinea pigs and fish. The childminder holds a childcare qualification at level 3.

What the setting needs to do to improve further

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

- develop opportunities to enable children to express themselves more freely during their creative play.

Inspection judgements

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

Children make good progress in their learning and development. This is because the childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. The childminder plans a good balance of adult-led and child-initiated activities to promote children's learning across the educational programmes. The childminder observes children as they play, which helps her to plan specifically for their individual needs and interests to support progression. The childminder routinely reflects on the progress children are making by completing progress tracker reports. This helps her to ensure the children are working within their expected developmental stages, and to inform her future planning to help children make good progress.

The childminder is committed to building positive relationships with parents. She shares a summary of their children's development and invites them to contribute to their children's learning experiences. The childminder is aware of the need to complete the progress check for two-year-old children. She works with parents to identify the best time to complete the assessment.

Children make good progress in their learning and development because the childminder knows each child well, understands their interests and challenges them appropriately. Children excitedly explore creative media. They use glue to stick colourful items onto festive shapes. The childminder supports children in developing their communication skills by asking them to name the many different colours and shapes they are using. However,

very occasionally the childminder directed children in their play during the inspection. She sometimes spread glue for them or suggested where facial features such as eyes and noses were to be placed. Children enjoy make-believe play using play materials such as dolls, cooking utensils and play foods. They feed their dolly and place them in buggies, chatting happily as they play. Children thoroughly enjoy looking at books; they snuggle in next to the childminder, eagerly listening to the story. The childminder effectively develops their listening skills by asking them to find different characters within the storyline. Children complete farm scene jigsaw puzzles and confidently name animals, vehicles and buildings on the farm. The childminder asks questions such as 'where do hens lay their eggs?', 'In the hen house', comes the children's reply. Children excitedly discuss that cows live in the cow shed and eat hay. This effective input from the childminder helps children to think and respond and share their views. Teaching ensures children are interested and fully challenged in their learning. Therefore, children are gaining valuable skills for their future learning and eventual move to school.

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

Children's emotional well-being is supported strongly through warm and positive interaction from the childminder. She offers a welcoming and inclusive home environment. Opportunities for gradually settling-in ensure a smooth transition between children's homes and the childminder's care. Children build strong relationships with the childminder, as they are provided with genuine warmth and affection. The childminder offers praise and encouragement for children's achievements, which raises their confidence and self-esteem. As a consequence, children's personal, social and emotional development is supported well.

Children's behaviour is good. They demonstrate they feel safe in the childminder's care by responding to her affectionately, and by seeking cuddles, hugs and reassurance. The home environment is child-friendly to ensure that children can make independent choices in their play and learning. Resources are plentiful and are stored on shelving, in boxes and containers at child height in the lounge. Children demonstrate that they know the house rules when they readily put some toys away to prevent trips or falls.

Children learn about healthy lifestyles because the childminder promotes healthy eating, fresh air and physical exercise. Children are provided with healthy snacks and meals and help themselves to water throughout the day. Meal times are a social occasion, where young children sit in highchairs and the childminder models good manners. Discussions take place on different types of fruit the children enjoy and how milk makes our bones big and strong. Children take part in many worthwhile outings in the local community, which enables them to socialise with others. Children socialise with their friends by visiting other childminders' homes. They enjoy outings to an urban petting farm and recalled a recent visit to the river where they observed swans caring for their cygnets. In addition, children develop their physical skills when they visit local parks and play areas where they use a wide range of outdoor play equipment. The childminder has a good understanding of how to promote diversity and she provides an inclusive environment for children in her care. For example, children's birthdays are celebrated with a party tea and this helps them to

feel special.

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

The childminder demonstrates a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder has a good range of policies and procedures in place that she updates regularly to further enhance the safety of the children. She follows the Local Safeguarding Children Board procedures in relation to recording and reporting any concerns she may have about the well-being of the children in her care. All adults in the home are checked to ensure their suitability. Therefore, children are fully protected. The childminder visually checks the premises each day and records her findings. This ensures that she identifies any potential risks and takes reasonable steps to minimise hazards to children both inside and outside the house.

The childminder attends training and has completed a level 3 in childcare since her last inspection. She discusses good practice issues with her childminding colleagues and reflects on her practice further to develop her knowledge of child development and improve outcomes for children. Therefore, she has a good understanding of the learning and development requirements. The childminder has addressed the recommendations set at the last inspection, which demonstrates that she has the capacity to improve her practice.

The childminder has effective partnerships with parents and values their contributions. The childminder shares information with parents on a daily basis. The childminder strongly encourages parents to share information about their child's interests and their achievements at home. This regular exchange of information consistently supports a joined-up approach to promoting children's learning. Parents are complimentary about the care and education their children receive. They state that the childminder is very caring towards their children. In addition, their children are happy and enjoy participating in the many activities on offer.

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	EY275533
Local authority	Hounslow
Inspection number	814645
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	2
Name of provider	
Date of previous inspection	24/02/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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