

Inspection date

Previous inspection date

10/12/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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 provides a fun and stimulating environment which compliments children's school activities and meets the needs of the children attending.
- Children are settled and secure as they share close relationships with the caring childminder.
- The childminder shares positive relationships with parents which provide good continuity of care for children.
- The enthusiastic childminder continually reflects on her practice to improve outcomes for children.

It is not yet outstanding because

- There are fewer opportunities available for children to develop their self-help skills at meal times.
- The childminder does not use labelling in the environment, which reduces opportunities to promote children's recognition of the written word, including their home languages.

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's interaction with children during a trip to collect children from school.
- The inspector observed children's play indoors.
- The inspector took account of the views of parents from written feedback provided at the inspection.
- The inspector sampled documentation the childminder uses to support her work.
- The inspector viewed and discussed the childminders self-evaluation.

Inspector

Deborah Orchard

Full report

Information about the setting

The childminder was registered in 2010. She lives with her husband, one pre-school and one school-age child in Hanwell in the London borough of Ealing. The whole of the ground floor, which includes the kitchen and lounge area, is used for childminding. In addition, one bedroom is used for childminding. There are suitable toilet and wash facilities available on the first floor. There is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder supports children who speak English as an additional language. In addition to English, the childminder speaks Russian. The childminder has an early years qualification. The childminder regularly attends relevant local groups. The childminder walks to local schools to take and collect children.

What the setting needs to do to improve further

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

- further develop children's self-help skills and independence by providing opportunities for them to prepare and serve their own snacks and drinks
- develop opportunities for children to be able to recognise written words, including words in their home language, for example, labelling toy boxes.

Inspection judgements

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage which results in her being able to provide a fun and stimulating programme of activities which support children's learning and help them to progress. The childminder plans a balance of activities and opportunities for children to self-initiate play. The childminder provides a good range of toys and resources that entice children's interests. Resources are accessible which enables children to make choices in their play.

The childminder talks to parents about children's needs, interests and abilities when they start. She has developed clear systems for observing and planning for children's individual needs. She monitors children's progress and maintains individual portfolios for younger children, which she shares with parents. The childminder completes the required progress checks for children when they reach the age of two years. The childminder works in partnership with parents. They share information that results in the children's needs being met.

Children are developing good communication and language skills as the childminder talks to them and asks them open questions. For example, on the way home from school she asks them what they have been doing. She encourages conversation by pointing out things they see. For example, they stop to look at the sparkling Christmas lights and describe what they see. The childminder supports children who speak English as an additional language by repeating words in children's home language. Children settle quickly when they arrive at the childminder's home. They are confident to explore and self-select toys. Children invite the childminder to join them in their role play. She responds positively to their requests by accepting pretend cups of tea and asking them what food they are cooking.

The childminder talks to children about what they are doing. During a planned lantern making activity, the childminder demonstrates how they can fold and cut paper. She then encourages children to express their own ideas and try for themselves. This helps develop skills for their future learning. The childminder extends children's learning by talking about shape, size and colour. Children develop their small muscle movements as they grasp scissors. The childminder gently reminds the children how to hold these safely.

The childminder provides a variety of writing materials that help develop children's early writing skills. She provides a wide range of books that are stored accessibly. In addition, she takes the children on trips to the library to select books. The childminder talks to children about the letters in their name. However, the childminder has not yet thought of using labelling in the home, including labels in children's home language, to help to further develop their early reading skills.

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

Children share strong attachments with the caring and approachable childminder. This results in children being very secure, happy and settled in the childminder's home. Children are confident to approach the childminder for help and support. The childminder responds positively to their requests. She offers appropriate levels of support while encouraging children to try things for themselves, such as managing their clothing. However, at snack time the childminder does not always maximise opportunities for children to develop their self-help skills, for example, pouring their own drinks or helping to prepare snacks.

Children behave very well as the childminder is a good role model. She talks calmly and politely to children. They understand the routines and what is expected of them. She encourages children to use good manners and to share. Children are developing their self-esteem as the childminder offers lots of praise and encouragement.

Children learn about healthy lifestyles. The childminder provides home-cooked foods and healthy snacks which meet their dietary requirements. The childminder carefully plans the meals around the school menu to make sure children have plenty of variety and a balanced diet each day. Children develop good hygiene routines; they know to wash their hands before eating and are able to identify their individual towels. Children benefit from

lots of fresh air and exercise. They make trips to local parks and are able to use large apparatus in the childminder's garden. The childminder helps children learn about staying safe. She talks to them about using equipment safely and explains why they need to stay together when they are outside. She talked to children about the dangers of touching animals as they approached a cat on the way back from school.

The childminder provides an inclusive, secure and welcoming environment for all children. The childminder provides lots of resources that positively reflect differences and help children to respect other people. The childminder completes regular checks and written risk assessments of her home, garden and outings. This helps the childminder to identify and reduce potential hazards.

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

The childminder demonstrates a good understanding of the requirements for safeguarding and promoting children's welfare. She has a good awareness of child protection issues and understands the procedures to follow if she has any concerns about children in her care. The childminder provides a written safeguarding policy, which includes the required contact details. She understands about protecting any photographic data of children. The childminder organises her home well, enabling children to be able to rest, play and eat comfortably. The childminder maintains all the required paperwork to support children's well-being. She provides a range of comprehensive policies and procedures that help her provision run smoothly, which she shares with parents.

The childminder works closely with parents. She talks to parents about their child's well-being and development. In addition, she provides written feedback when required. This means parents are kept well informed. The childminder shares information about younger children's progress and encourages parents to share what they know about their child. She knows the children well, which enables her to provide suitable activities to meet their individual needs.

Children currently only attend before and after school. The childminder has good links with the local school and works closely with parents and teachers to make sure children's individual needs are identified and met. This provides good continuity of care. The childminder keeps newsletters from school, which helps her to find out about activities children are currently participating in at school. This enables her to compliment their learning in her home. Written feedback from parents indicates they are very happy with the care and support the childminder offers. Parents comment they are kept well informed and they are happy to go to work, as they know their children receive the best possible care. The childminder understands how to support parents in seeking professional support from outside agencies should their child require any additional support.

The enthusiastic and well-organised childminder shows a strong capacity to maintain ongoing improvements. Since registration, she has attended relevant training courses. The childminder self-evaluates her service; she completes a written self-evaluation and seeks

the views of parents to help strengthen the service she provides. She talks to children and finds out what they enjoy, which helps her to continue to provide a stimulating programme of activities which are geared to children's interests and stage of development. Overall, the childminder provides well for children's learning, development and care needs.

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 | EY407415 |
| Local authority | Ealing |
| Inspection number | 884866 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 4 |
| Number of children on roll | 2 |
| 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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