

Inspection date	09/01/2015
Previous inspection date	08/11/2011

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

- Children are well settled. They have developed trusting and caring relationships with the childminder so that they make good progress.
- Children enjoy a wide range of activities to support their development in all areas of learning, indoors and outside.
- The childminder has built strong relationships with families, keeping them informed about their children's learning and development.
- Children's welfare has high priority. Arrangements for safeguarding children are strong and the childminder implements her clear policies and procedures consistently.

It is not yet outstanding because

- The childminder does not always organise her paperwork well enough to easily access records and documents.

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 children during activities.
- The inspector spoke to the childminder to gather her view about her practice.
- The inspector sampled a range of documentation, including policies and procedures, children's record forms, children's scrapbooks and emergency information cards.

Inspector

Barbara Morgan

Full report

Information about the setting

The childminder registered in 1993. She lives with one adult relative and their young child in Hayes, in the London Borough of Hillingdon. The ground floor is mainly used for childminding with sleeping facilities downstairs. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for two children in the early years age range. The childminder has pet cats.

What the setting needs to do to improve further

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

- review the organisation of documentation to make sure records are always easily accessible and available, particularly evidence of public liability insurance.

Inspection judgements

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

Children are making good progress in all the areas of learning, because the childminder has a strong understanding of how children learn and uses positive teaching strategies. The childminder gives subtle and effective support to children and carefully adapts her questioning, according to their understanding and ability. Through the childminder's effective teaching, the children are learning to listen and make links to the sounds that they hear. As a result, children develop their communication and language skills very effectively. The childminder supports children's mathematical skills well. Children use a range of resources to learn about shape and space. For example, the childminder and children spend time comparing colours, sizes and shapes of large and small plastic bricks. Children receive lots of praise from the childminder, which gives them the confidence to try new skills. As a result, children develop the skills needed for their next stage in learning and on to school.

Children's behaviour is good. They work well together in their play, negotiating the use of resources, taking turns and making decisions together. The childminder gives very clear explanations and instructions to support their social play and interactions with others. The childminder effectively promotes children's physical development. For example, children enjoy playing physical games which the childminder accommodates. She enables them to safely use her lounge as a race circuit by rearranging furniture and opening connecting doors. The childminder enables children to play outdoors several times a day to gain fresh air and a sense of well-being. She also takes children on many visits to a variety of venues where they can explore nature and understand their environment. This helps to promote their understanding of the world.

The childminder plans art and craft activities for young children. For example, the children have good opportunities to squeeze and feel media, such as paint and bubbles, to enhance their curiosity. Children are able to choose from a wide range of craft resources, including glue, glitter, shredded paper and colourful markers, which help them to express their creativity and builds their small-muscle skills. The childminder encourages them to persevere and praises their efforts. As a result, they gain confidence in using a range of materials to represent their own ideas. The childminder makes observations and takes photographs, which she clearly links to children's starting points and continuous development. This helps her to monitor children's progress towards the early learning goals.

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

Children's emotional well-being is extremely well promoted. The childminder instils confidence and high levels of self-esteem in children. They follow a familiar routine each day and have a very close bond with her. This results in children feeling welcome, safe and secure and they feel confident to explore their environment, inside and outdoors. The childminder provides children with a good range of toys, which are stored within easy reach. This enables children to choose and lead their own play and exploration. The childminder teaches the children how to keep themselves safe. For example, they learn not to climb on furniture and to manage steps safely, and the childminder supports younger children to develop their mobility in safe spaces.

Parents provide healthy snacks and meals for their children and the childminder ensures she knows and meets any dietary requirements. Children have access to water and can independently select and drink from cups when they are thirsty. The childminder encourages children to try healthy options, such as yoghurts and fruit, before treats and sits with children for snack and mealtimes. This helps to develop their social skills and provides opportunities to discuss healthy options. Children know about the importance of washing their hands before eating and after using the toilet because the childminder talks to them about this to promote their understanding. The childminder meets the children's daily care routines consistently well to promote their health and emotional well-being.

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

The childminder makes sure that children's safety is a priority within her home. All areas are checked by the childminder before the children arrive each day to keep children safe and well throughout the day. The childminder also risk assesses all outings to make sure children are safe when she takes them off the premises. She has attended up-to-date safeguarding training and has a clear understanding of the steps to follow if she has concerns about a child in her care. The childminder and her family have relevant checks to evidence their suitability. The childminder has a current paediatric first-aid certificate to enable her to treat children appropriately in the event of an accident. All documentation

meets the requirements of the Early Years Foundation Stage; therefore, helping her to fully promote children's welfare.

The standard of hygiene practice is good and the childminder understands the procedures to follow for administering medicines if a child becomes unwell. The childminder has met all recommendations from the last inspection, which shows she has the capacity to improve.

Parents benefit from strong partnerships with the childminder. She provides them with a daily diary which gives detailed information about their children's learning and development, which she highlights and encourages their contributions. This helps her to plan for the children's progress and forms part of the process of planning for their next steps in development. The childminder keeps records, such as for children's accidents, incidents and any pre-existing injuries, which demonstrates children's welfare is a high priority. However, her filing system is not always well organised so that all her documentation is easily accessible and available, including her certificate of public liability insurance. Although the childminder has obtained adequate insurance, she was unable to evidence this easily.

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	138787
Local authority	Hillingdon
Inspection number	813940
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	08/11/2011
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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