

Inspection date	26/03/2013
Previous inspection date	24/06/2011

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

- The childminder has a good knowledge of the learning and development requirements, providing a wide range of activities across the seven areas of learning
- The childminder is warm and friendly with the children, who are relaxed and content in her care
- The childminder has positive relationships with parents and other providers delivering the Early Years Foundation Stage.

It is not yet outstanding because

- the childminder has not yet introduced printed word, for example, in the form of labels and signs , into the play environment to help children discover how print carries meaning in different ways.

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 children in the living room area and during lunch in the kitchen.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's development files, planning, the childminder's qualification folder and a selection of policies.
- The inspector spoke to, and interacted with, the children during play.
- The inspector took account of the views of parents in the form of written feedback.

Inspector

Katie Dempster

Full Report

Information about the setting

The childminder was registered in 2001. She lives with her partner, young child and two school aged children in Hanwell in the London borough of Ealing. The whole of the ground floor of the property is used for childminding purposes and there is a fully enclosed garden for outside play. The childminder walks and drives to local schools to take and collect children. She attends the local parent and toddler group. The family has a cat and fish as pets. The childminder is currently minding two children in the early years age group. 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 further improve the quality of the early years provision the provider should:

- create an environment rich in print where children can learn about words, for example, using names, signs and posters, and that they carry meaning.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements. She provides a wide range of activities that capture children's interest across the seven areas of learning. The childminder makes written observations of the children, using spontaneous and planned methods. Observations are clear, well captured and used effectively to help the childminder identify and plan for the next steps in children's learning. The childminder assesses the information she gains and uses this to track children's development. The childminder shares children's progress information with parents, helping them gain an understanding of how their children are developing and ways they can continue learning at home. The childminder also invites parents to share information of what their children do at home or special events coming up. This helps the childminder to maintain consistency for the children in their care and learning and to plan relevant activities, for example, around transport linked to children going on holiday.

The childminder uses very good techniques to support and challenge children to develop good communication skills. For example, she uses many open-ended questions and encourages children to recall past events to widen their vocabulary. The childminder acts as a very good role model. For example, she uses appropriate language when talking to a visitor and supports children in forming words and sentences correctly by using the correct version of their efforts.

Children have access to a range of books that they can freely choose. The childminder supports children in developing their writing skills as they write lists and enjoy writing their names during sponge painting. However, the childminder has not yet fully explored using printed word in the environment to encourage the children's understanding of how print carries meaning, for example, by displaying labels and signs. Children enjoy using their imagination. They gather around the role play kitchen, using the resources and engaging in conversation to set the scene for their role play. The childminder joins in, pretending to enjoy her hot chocolate and suggesting ways to use the play food. Children have wonderful opportunities to visit their local community and enjoy outings to interesting places. For example, they visit the local farm and have fun on nature walks. Children learn about diversity during their play and planned activities. They have access to a range of resources and images depicting different cultures, race and disabilities and engage in craft activities, such as making cards, linked to different festivals.

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

Children show they are very relaxed and content in the childminder's home. They are aware of the routine in place and follow this without prompt. For example, on arriving at the childminder's home they quickly take off their shoes and place them in the basket and hang their coats up. This consistent routine results in children feeling secure and confident while in the childminder's care. Furthermore, children's ability to follow routine and use their skills independently supports them very well in preparation for the next stage in their learning.

The childminder is warm and friendly with the children. She takes time to talk to the children individually, valuing their contributions and offering lots of praise for their achievements. Children behave well and show growing friendships. The childminder quickly defuses squabbles and offers explanations and suggestions of more effective ways to share and play. Children are seen exchanging ideas, inviting one another to play and offering cuddles to the younger children.

The childminder promotes the good health of the children through the daily routine, discussions and activities. For example, children learn about healthy eating through pretend play where they play with plastic fruit, providing opportunities to talk about healthy eating. At lunch time, the childminder reminds children that eating all their lunch will give them lots of energy for playing. Children demonstrate a good understanding of how germs are spread. For example, they cover their mouths when they cough or sneeze and know to wash their hands before eating.

Children learn about safety and are encouraged to behave in ways that protect them from harm. For example, during pretend play the children learn about how food from the oven might be hot. Outside, children learn about road safety and how holding onto the buggy helps them stay close to the childminder to keep safe, particularly when crossing the road.

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

The childminder has a good understanding of her role in promoting the safety and welfare of the children. As a result, children are cared for in a secure environment. The childminder completes thorough risk assessments, in each area of her home, to identify and minimise potential hazards to children. The childminder has a clear understanding of the possible signs and symptoms that might indicate a safeguarding issue. She is aware of the procedures to follow should she have concerns. The childminder has all of the legally required documents, policies and procedures in place. This helps to ensure the safety and welfare of all children.

The childminder is enthusiastic and committed to improving the service she offers to children and parents. She keeps herself updated on changes and good practice through regular training and meetings with her local authority early years advisors. The childminder uses self-evaluation as a means of reflecting on her practice and identifying areas that she would like to develop. She seeks the views of parents and their responses are highly complimentary about the service she provides. The childminder has made improvements since her last inspection, positively impacting on the quality of her documentation, opportunities made available for children and the observation and planning process.

The childminder has positive relationships with parents. High priority is placed on a good two-way flow of information, which is established when children first start. The childminder regularly shares information with parents to keep them informed. For example, she offers daily verbal feedback at drop off and pick up times and communicates with parents at other times throughout the day when necessary. The childminder encourages parents to share information with her, explaining how this helps her to plan more effectively for children.

Partnerships with other Early Years Foundation Stage providers are equally well established. The childminder forges links with other providers delivering the Early Years Foundation Stage. For example, she shares information with the school nursery the children attend and uses their planning to plan complementary activities. This commitment to partnership working means children benefit from consistent learning between the nursery and the childminder.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	117748
Local authority	Ealing
Inspection number	813549
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	24/06/2011
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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