

Childminder Report

Inspection date

2 July 2015

Previous inspection date

15 December 2008

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Although the childminder makes assessments of children's learning, she does not use this information sufficiently to plan and provide suitable age-appropriate activities that are accessible, particularly for younger children's development.
- The childminder does not have a thorough understanding of how to consistently support young children's communication and language development to help them make good progress.
- The childminder does not evaluate her practice and, therefore, there is a lack of focus on addressing training needs to develop her understanding of good teaching practices.

It has the following strengths

- The childminder understands child protection procedures in line with the guidance of the Local Safeguarding Children Board to protect children from harm.
- The childminder understands the importance of promoting the health and safety of the children in her care. She continually assesses and minimises risks to children, enabling them to use the house and the garden appropriately.
- The childminder makes very good use of outdoor activities to support children's physical development and in socialising with others at different toddler groups.

What the setting needs to do to improve further

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

- improve planning by ensuring the individual needs, interests and stage of development of each child is reflected in plans and use this information to plan age-appropriate experiences to motivate all children to make good progress
- improve knowledge of how to help young children increase their communication and language skills as well as possible
- ensure that an interesting range of toys and resource to suit children of different ages and abilities are presented so that children can see what is available and choose what they want to play with for themselves.

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

- improve current self-evaluation processes so that they accurately assess strengths and weaknesses of the provision and identify where teaching needs improving to be of a consistently good quality.

Inspection activities

- The inspector completed observations of the childminder and children in the home, including through a joint observation.
- The inspector spoke with the childminder at appropriate times throughout the inspection regarding her practice and the arrangements for observation, assessment and planning.
- The inspector checked the documentation the childminder uses to support her practice.

Inspector

Jennifer Devine

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder has a suitable knowledge of observing children's development and achievements. However, she does not build sufficiently on the knowledge gained from her observations to plan appropriate activities for the ages and stages of all the children. In particular, she lacks some awareness of how to fully plan and support younger children's speaking skills. Consequently, young children's language development is not always extended effectively. The quality of teaching is variable, as the childminder places greater emphasis on the teaching for pre-school aged children. Children take part in a focused painting activity where they drive different types of toy cars through paint. The older children experiment with different resources and learn about mixing colours. The younger children also take part and use paint brushes; however, their attention is shorter and they lose interest more quickly. This is because the childminder does not ensure that the environment is well set out to enable the younger children to see the toys they are interested in to make free choices when they have had enough of the directed activity.

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

The childminder has a lovely relationship with children and they are happy in her care. Children have daily opportunities for physical activities in the garden or outside the home. The childminder helps children to learn about leading healthy lifestyles. They enjoy healthy snacks and packed lunches and are very capable in feeding themselves. In addition, children's self-care skills are very good, therefore supporting them to be ready for school. The childminder encourages children to try new fruits and successfully planned a 'fruit election day', where children tried new fruits and voted on their favourite ones. This supported their understanding of healthy eating, along with using their mathematical skills as they counted the votes.

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

The childminder keeps up-to-date with changes by attending childminders' forums and some training courses. However, as the childminder does not currently evaluate her practice, she does not successfully identify her training needs to raise the quality of the provision to an overall standard of good. The childminder has good relationships with parents and provides daily feedback. She also makes her assessments of their children's progress available to parents so they can contribute to their children's learning. She works in partnership with the staff at the nurseries that some children also attend. This helps the childminder to ensure that similar learning experiences take place.

Setting details

Unique reference number	EY306648
Local authority	Hillingdon
Inspection number	834196
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	15 December 2008
Telephone number	

The childminder registered in 2005. She lives in Ruislip in the London Borough of Hillingdon. The childminder operates term time only from 8am to 6pm, Monday to Friday, except for bank holidays.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

