

Inspection date	08/01/2015
Previous inspection date	09/04/2010

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 caring approach and children form warm bonds with her. She knows the children well and plans effectively for them.
- The childminder interacts warmly with children to support their learning and development. She provides a broad selection of activities, which children are eager to play with.
- Children are happy and content and behave well.
- The childminder has a positive partnership with others sharing the care of the children. Therefore, she provides consistency to complement what they are learning at school.

It is not yet outstanding because

- The childminder does not always encourage children's exploration and curiosity of their world by extending role-play activities.

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 and children during play activities.
- The inspector sampled the childminder's documentation and children's development records.
- The inspector read the childminder's previous self-evaluation record and spoke to her about how she evaluates her provision of care.
- The inspector engaged in conversation with the childminder and children.
- The inspector spoke to the childminder about how she plans for children's learning and how she works with the school that children also attend.

Inspector

Aileen Finan

Full report

Information about the setting

The childminder registered in 2006. She lives with her family in Northolt in the London Borough of Ealing. The childminder uses the whole of the ground floor flat for childminding. There is a communal garden for outdoor play and the childminder regularly takes children to the local park. The family has a cat. The childminder walks to local schools to take and collect children. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She holds a recognised Level 3 childcare qualification. There are currently two children on roll and one of these children attends school full-time.

What the setting needs to do to improve further

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

- encourage more role play activities to extend children's exploration and ideas about the world around them.

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 how children learn and develop. She uses her previous experience of childcare and her recent training through an accredited childcare course to promote children's individual learning needs. The childminder makes regular and accurate observations of children's play and uses these to plan for their next steps. She shares her assessments with parents, so they know the progress their child is making. Using her effective interaction skills, and her resources and activities, the childminder promotes children's learning well. She is confident to address any gaps in children's learning and concentrate her efforts to promote these as a priority for children's next stage of development. As a result, children are making good progress in relation to their attainment at entry to her provision.

The childminder provides a broad selection of resources that the children can access easily. Additional resources are in clearly labelled storage to promote children's wider interests and choices. The childminder offers children many resources and toys that promote their imaginary play. However, she is less confident to encourage children's role-play to extend their exploration and curiosity with everyday items. Nevertheless, children enjoyed their spontaneous play. For example, they constructed with blocks to build towers. The proactive childminder introduced new words and provided instruction effectively. As a result, children heard new terms, such as, 'push it down' and 'next one' as they built. This good practice promotes how children listen, respond and communicate with others. The childminder helps children recall past events when they read books

together. They looked at the ballerina in the pictures. Children remembered seeing a ballet show and maintained their interest in the story because they could put the pictures into context of the real world.

The childminder promotes children's developing language well. She regularly uses communication, reading and singing rhymes to help extend children's emerging language. During activities, the childminder named shapes to help children represent these images. For example, children looked for the matching square or the star as they completed their puzzles. The childminder warmly praises children as they complete each piece. As a result, children become confident in their play and are eager to take part in their activities. Overall, children are demonstrating good progress in their learning in line with typical expectations. They show readiness for the next stage of their learning.

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

The childminder offers a welcoming and inclusive home. Children therefore feel settled and content in her care. They have warm bonds with the childminder, who has a caring manner and is attentive to children's needs. The childminder organises the environment well. This means children can make choices about what they want to do and in turn enhances their independence and decision making skills. Children behaved very well during the inspection and demonstrated that they understand the childminder's expectations and the routines. The childminder helps children to learn about their own safety, for example in helping to tidy up their toys to make the environment safe, before moving on to a new activity.

The childminder lives in a flat, and although she has a communal garden, she takes children out into the community on a regular basis. They enjoy visits to local parks and walks. Children therefore benefit from regular fresh air and physical exercise. They meet up with other childminders and visit groups that enable the children to mix and socialise with others. This extends children's relationships and enhances their social and emotional development well. The childminder promotes healthy eating and good hygiene routines through her partnerships with parents. Parents provide children's meals but the childminder ensure she is up-to-date with children's preferences and any allergies they may have.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has recently completed safeguarding children training. The childminder is confident to explain the procedures she would take, should there ever be a concern about a child in her care. The childminder holds the required paediatric first aid training certificate. She is therefore able to deal with any medical emergencies that may arise. The childminder promotes children's safety further because she implements her thorough policies and procedures. She completes

regular evacuation drills with the children, and maintains and reviews risk assessments for her home and outings. Therefore, she keeps children safe at home and when away from it.

The childminder reflects on her provision of care. She is confident to explain that her practice has improved since her last inspection. She is confident to acknowledge her strengths of provision and has clear targets for her ongoing improvement. The childminder has a positive relationship with parents. She has established an effective partnership with teachers at the school children also attend to complement the care and learning children receive there.

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She demonstrates that she knows the children well and is confident in providing effective teaching and interaction skills. The childminder provides a broad selection of toys and resources to challenge children and promote their learning. She takes time to find out about children prior to them starting with her. Therefore, she has a good knowledge of children's backgrounds, interests and abilities prior to them entering the setting. The childminder makes accurate observations and assessments of children's learning and compiles a journal for each child. She regularly shares these journals with parents, and speaks with them each day. Consequently, there is effective communication to help promote children's learning at home and in the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY339195
Local authority	Ealing
Inspection number	815214
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	09/04/2010
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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