

Inspection date

Previous inspection date

01/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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

4

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

4

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

4

The quality and standards of the early years provision

This provision is inadequate

- The childminder does not demonstrate a suitable knowledge of the learning and development requirements to ensure children's continual progress.
- Systems for identifying children's starting points and, subsequently, tracking their learning and development are not sufficiently developed. Children are not provided with sufficient learning opportunities and resources that consider their individual needs. This limits their all-round progress.
- Children's communication and language development is not promoted with full effect by the childminder as she does not consistently talk aloud as children play or ask open - ended questions to develop children's thinking.
- The childminder has a limited understanding of how to implement behaviour strategies to fully support children's personal, social and emotional development
- There are no effective strategies to actively engage parents in their children's learning at home and in the setting.
- Systems for self-evaluation of ongoing practice are weak and ineffective.

It has the following strengths

- Children attend many different groups outside the home and are involved in a range of experiences which they enjoy.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector completed observations with the childminder and the minded children in the living room.
- The inspector spoke with the childminder at appropriate times throughout the inspection about the systems she has in place for observation, assessment and planning.
- The inspector sampled documentation the childminder uses to support her practices.
- The inspector discussed self-evaluation with the childminder.

Inspector

Jennifer Devine

Full report

Information about the setting

The childminder registered in 2011. She lives with her husband, one adult daughter, three school-aged children and her sister in Hayes, in the London Borough of Hillingdon. The whole of the ground floor is used for childminding. The childminder does not use her garden but uses the local parks for outdoor play. The childminder is currently minding three children in the early years age group and one child in the later years age group after school. The childminder is funded to provide free early education for two-year-old children. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- ensure that there is a suitable behaviour management policy and procedure in place which is understood and implemented effectively to support children in managing their behaviour and feelings
- develop a secure understanding of the responsibility to implement the learning and development requirements of the Early Years Foundation Stage, to promote the learning and development of all children
- use observation and assessment of children in order to effectively plan and shape learning experiences, and to ensure that children are provided with suitable resources to promote future learning and development
- improve knowledge of how to help children to increase their communication and language skills by talking aloud, describing what children are doing and encouraging them to comment on their play activities
- introduce an effective system for self-evaluation that is used to set challenging targets for continuous improvement to benefit children
- involve parents in their children's learning by improving the exchange of information and encouraging them to share their views to support their children's learning

Inspection judgements

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

The childminder has a limited understanding of the learning and development requirements of the Early Years Foundation Stage. She does not routinely undertake individual observations in order to track children's progress and plan suitable learning experiences. The childminder regularly visits local children's centres where children take part in a range of experiences outside the home. However, she is over-reliant on using these groups and consequently, when in the home, she does not know how to plan a suitable range of purposeful activities to challenge children. The childminder uses the television too much to keep children entertained and, as a result, some children lack enthusiasm for learning and are not fully engaged in active play. This then escalates in some children displaying challenging behaviour.

During the inspection, the childminder attempted to engage children in play and provided them with a bowl of coloured rice, spoons and cups to encourage them to transfer the rice using the different utensils. However, the childminder demonstrated that she lacks knowledge of how to sustain children's interest and make this learning purposeful. The childminder tried to engage children by asking questions such as, 'what colour is the rice?' but children showed no interest, apart from throwing the rice around the room. When the childminder attempted to stop this behaviour, the children did not listen or respond appropriately. The childminder does not provide enough support to encourage children's communication and language as they play. She provides lots of instructions and does not fully promote understanding by asking open-ended questions or by talking aloud and encouraging children to describe what they are doing as they play.

Children show some interest in books and have particular favourites. They are heard to recite parts of their favourite story, however, the childminder lacks awareness of how she can extend the children's interest and promote further challenges to their learning. Children show some motivation for painting and creative activities. They enjoy using pens to practise their literacy skills and spend a short time exploring the paints. However, their concentration is lost due to watching the television at the same time.

The childminder provides verbal feedback to ensure parents are aware of their child's day. However, the childminder lacks understanding of how to engage parents in their children's learning in the setting and at home. This limits continuity for promoting children's development between the setting and home, particularly in the management of behaviour.

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

The childminder's home is comfortable, overall, and she has a range of sufficient resources. However, she does not always make sure toys are available, preferring to allow children to watch the television. A small selection of toys are stored in boxes in the living room but these are not presented to enable children to make independent choices about

their play. Children demonstrate that they are satisfactorily settled and happy within the childminder's care, for example, they talk to the childminder about their experiences in groups at the children's centre and their friends they meet at these groups.

The childminder demonstrates a calm nature towards the children. However, she lacks an understanding of setting strategies to manage unwanted behaviours. She has no firm boundaries in place and children take advantage of this, running away from her in the home and jumping on the furniture. This means the childminder is not helping all children to learn safe behaviours and understand right from wrong. The childminder ensures her home is safe with measures such as safety gates across the access to the stairs and living room. In addition the childminder closely supervises children, such as when going to the bathroom upstairs. The childminder does not use her garden as there are some hazards in this area but prefers to go out to local parks for children to experience outdoor play activities. As the childminder is aware some children run away from her in the home environment, she ensures that these young children are safely harnessed into the pushchair when outdoors and only allows them to walk freely when in a safe place. This ensures their overall safety.

The childminder attends to children's care needs ensuring they are given regular drinks, snacks and meals, and she has a sound awareness of children's individual dietary needs. Currently, parents provide their children's mid-day lunch. Suitable standards of hygiene in the home help to keep children well, and they are learning how to manage their personal hygiene effectively. For example, the childminder ensures pre-school children understand about washing their hands after using the bathroom. Children benefit from outdoor activity which supports their physical development. They get daily fresh air and exercise when they do the school run in the morning and afternoon, and often visit the park where they can run freely and release their energy.

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

The childminder does not meet some of the safeguarding and welfare requirements of the Early Years Foundation Stage, some of which also apply to the requirements of the Childcare Register. In particular, she lacks awareness of having a behaviour management policy in place and how to suitably manage unwanted behaviours. In addition, the childminder demonstrates too little understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, there is currently no effective monitoring of children's ongoing progress through assessment. The activities are limited and do not reflect the individual needs and interests of children sufficiently. This means children are not encouraged to reach their full potential. However, the childminder understands her responsibilities for making sure all adults within the home are suitable to be in contact with children.

The childminder's home is safe and she visually risk assesses her home to ensure hazards are identified and removed. The childminder shows a suitable understanding of child protection policies and procedures and she is aware of her responsibilities if concerned

about a child. The childminder knows how to report and record her concerns and she has attended relevant training. The childminder completes medication and accident records when needed and holds a current paediatric first-aid certificate, which supports her understanding of dealing with minor injuries.

The partnership with parents is weak. Although the childminder provides daily verbal feedback about how the children have been she does not have further discussions to extend the partnership to support the children's progress.

Although the childminder has attended many courses to support her development, she does not recognise the weaknesses in her practice in order to drive improvement. She has no self-evaluation process in place to identify key areas to develop. Therefore, she lacks the capacity to make continuous improvements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register.)

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY423323
Local authority	Hillingdon
Inspection number	966139
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
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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