

Inspection date	09/12/2014
Previous inspection date	01/05/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 enjoys her role and her enthusiasm motivates children, and excites them to learn.
- The childminder offers a kind and caring environment for children to play, learn and develop, therefore, they feel completely safe and secure.
- The childminder knows the children well and bases her plans on meeting their individual needs. As a result, children make good progress.
- The childminder monitors and reflects on her practice, which means the children benefit from her secure knowledge and dedication.

It is not yet outstanding because

- The childminder does not effectively use picture labelling in the environment to further promote children's language development.
- Occasionally, the childminder does not fully extend children's opportunities to make independent choices about their play and exploration.

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 discussed with the childminder how she observes and records children's progress.
- The inspector sampled documentation the childminder uses to support her work.
- The inspector discussed with the childminder her process for self-evaluation.
- The inspector completed observations of the children during the inspection.

Inspector

Julie Biddle

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 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 registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently two children in the early years age group on roll. She operates all-year round and cares for children before and after school, and in school holidays.

What the setting needs to do to improve further

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

- extend opportunities for children to make their own choices about play to help them explore more independently
- extend children's language development by displaying pictures and labels in their play environment.

Inspection judgements

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

The childminder is enthusiastic in her role and as a result, she plans exciting and challenging activities for children. She has a good understanding of her role in ensuring children learn and develop as they play. This means children benefit from their learning and play experiences. The childminder makes detailed observations of children, assessing their achievements and their progress. Therefore, she is able to plan a range of activities that build on their interests and abilities. However, on occasions, the childminder do not encourage children to make their own choices in their play, which at times reduces their opportunity for independent learning.

The childminder has created an environment that is calm, welcoming and stimulating for children in her care. The childminder supports children's skills of communication and language well by using constant commentary while they play. The childminder used good questioning techniques, by asking children questions that help them to think for themselves. For example, she asked children about the colour of the animals in the book they are reading and gives them time to think, before they use their emerging language skills to respond. Children have good opportunities to develop an understanding of different sensory materials and changes to texture. For example, on the day of inspection, children played with soft pasta and hard rice, and the childminder encouraged them to

think about how the items felt on their hands. The children had a wonderful time feeling and tasting the jelly. They laughed as they put the jelly in their mouths.

Children are beginning to use mathematical concepts and develop physically. For example, they were excited as they jumped from the red square to the yellow triangle. The childminder used good levels of positive encouragement when they jumped and landed on the appropriate shape. Children take great pleasure in story time. They sat closely to the childminder and listened intently as the childminder read to them. The children were pleased when they were able to repeat the familiar phrases in the book. This very successfully promotes their enjoyment of stories and interest in books.

Children are able to self-select toys from low level baskets, which enhance their confidence and decision-making skills. However, the childminder misses opportunities to further extend their language, for example, by adding picture labels to the boxes to help them describe what is inside. This means children are not currently making the connection between the contents of the boxes, and the names of the items to develop an understanding that words and pictures carry meaning. The childminder carefully monitors children's learning and offers high levels of encouragement. The childminder ensures she has useful information from parents about children's routines to support them in settling with her. This enables her to settle the children well and involve parents in their children's learning. She provides detailed feedback to ensure the parents are aware of their child's day.

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

The childminder is caring, kind and friendly towards meeting children's individual needs and circumstances. As a result, children demonstrate they feel safe and secure with the childminder. These positive relationships help to prepare children well for future changes in their lives, such as their eventual move to school. The gentle support they receive from the childminder helps them to develop their confidence and self-esteem. Children are developing an awareness of their own safety and that of others as they play. For example, they understand about taking care as they move around the home and taking care not to run. The childminder has security arrangements in place and follows effective procedures to ensure children's safety. For example, children participate in regular fire evacuation procedures with the childminder, using different exits. In this way, children develop a growing awareness of their own safety. The childminder maintains close supervision of children in the wider outdoor environment, and ensures children learn about road safety. This helps to maintain good standards of safety to keep children secure.

Children's health and well-being are given good attention by the childminder, who has a good understanding of healthy eating. Parents provide food for their children, however, the childminder provides healthy snacks of fruit. Children have a choice of water or milk to drink. The childminder uses daily routines to help develop children's independence, for example, by encouraging them to pour their own drinks. The childminder takes children on daily walks in the local area and to play in the park, which means they have regular fresh air and exercise.

The childminder provides a good range of toys and resources that children can choose from independently because they are stored in low-level drawers and boxes. The childminder has developed house rules and gently reinforces them by talking to the children about them. She uses good levels of constructive encouragement, which means the children develop an understanding of appropriate behavior in a positive manner.

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

The childminder demonstrates a good understanding of the learning and development, and welfare requirements of the Early Years Foundation Stage. She is enthusiastic in her role. As a result, children are secure and making good progress in their development. The childminder has successfully met all the actions set at the last inspection. The childminder has a solid commitment to improving and has made effective and full use of her self-evaluation process. This means she can effectively and consistently monitor her practice. She identifies areas for future development and how she will achieve these goals, such as attending training organised by the local authority. This in turn, fully benefits the children in her care.

The childminder has established successful partnerships with parents. They work together to meet the learning and care needs of children. She keeps parents informed of the children's daily activities and care plans. Good communication between the childminder and parents means that children's care and learning needs are met well. In addition, it means the care of the children is consistent and parents feel included in their own child's learning and development. The childminder understands her role in sharing assessments with parents and plans this well into her feedback time with parents.

The childminder understands her responsibilities relating to safeguarding and child protection. She is aware of the procedure to follow if she has any concerns about children in her care. She supervises children closely and has organised her home so children can move safely and with confidence. The childminder is aware of how to contact other professionals who can offer guidance and support if she has concerns about the welfare or development of children in her care.

The Childcare Register

The requirements for the compulsory 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	EY423323
Local authority	Hillingdon
Inspection number	997778
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	01/05/2014
Telephone number	

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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.ofsted.gov.uk

© Crown copyright 2012

