

Inspection date	19 March 2015
Previous inspection date	20 April 2012

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The childminder has a weak understanding of the learning and development requirements for the Early Years Foundation Stage. This hinders her ability to meet children's individual needs and interests.
- The childminder is not confident in her knowledge of the areas of learning. This has an impact on the effective delivery of the teaching and learning practices, therefore children do not achieve to the best of their abilities.
- The childminder does not consistently use information gained from observations to plan children's next steps in learning.
- Partnerships with parents and other providers children attend are ineffective. This is because the childminder has been unsuccessful in developing suitable strategies to engage them fully in order to complement children's learning.
- The childminder is not wholly confident in finding suitable ways to help children develop an awareness of managing their own safety during play.
- The childminder does not evaluate her provision well. Therefore, she has not identified areas for improvement to enhance the care she provides to children.

It has the following strengths

- The childminder has an appropriate awareness of child protection issues and understands the procedures to follow should she have a concern about a child in her care.

What the setting needs to do to improve further

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

- update knowledge and understanding of the learning and development requirements in order to raise the quality of teaching and thereby promote children's readiness for school
- provide children with a suitable range of adult-led and child-initiated experiences that reflect all areas of learning, taking into account their stage of development and interest, to effectively challenge them
- conduct consistent observations and assessments of children's learning and use information gained from these to plan purposeful activities to meet children's next steps in learning.

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

- develop strategies to work with parents and other providers that share the care of children, to consistently promote their care and development needs
- extend children's awareness of safety throughout their daily routine and play
- improve processes for evaluating the quality of the provision by taking into account the views of others to ensure positive outcomes for the children.

Inspection activities

- The inspector observed the interactions between the childminder and the children.
- The inspector sampled the childminder's documentation and children's development journals.
- The inspector spoke to the childminder about her understanding of the Early Years Foundation Stage, and how she seeks training and support.
- The inspector spoke to the childminder about how she works with parents and other providers.
- The inspector undertook a tour of the premises with the childminder and checked the safety measures to keep children safe.

Inspector

Aileen Finan

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is inadequate

The childminder lacks a secure knowledge of how to meet the learning and development requirements. This has a negative impact on the quality of the provision she provides for children. The childminder meets with parents prior to children starting. However, she does not obtain a clear picture of children's prior attainments or their interests to help her plan for their individual needs. The childminder is not confident to use effective teaching skills to challenge children. Consequently, children do not engage in activities because they lack motivation to take part. The childminder provides children with an appropriate range of toys and resources and plans suitable activities. However, she directs children's play rather than letting children choose freely. The childminder carries out observations of children's learning, but does not use information from these to identify children's next steps. This means she does not prepare children well for the next stage in their learning.

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

The childminder is not confident in promoting children's awareness of safety. For example, as children jump off a low-level wall, she does not give explanations to help them consider why this may not be safe. The childminder is kind and caring and the children have a warm relationship with her. The childminder sufficiently promotes children's independence and self-care skills. She offers encouragement for children who are toilet training and ensures they wash their hands so they learn about suitable hygiene practices. The childminder encourages children to have regular opportunities to play outdoors, so they benefit from regular physical exercise and fresh air.

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

The childminder shows an adequate understanding of the safeguarding and welfare requirements. She implements suitable policies, procedures and conducts risk assessments to promote children's safety and well-being. However, the childminder does not evaluate the quality of her provision well to help her make continuous improvements. She has not established effective partnerships with parents and other providers that children attend. This means she is not able to provide consistency in meeting their learning and care needs. Nevertheless, the childminder does maintain some verbal feedback with parents by discussing children's progress. The childminder has attended relevant paediatric first-aid training, which equips her with suitable knowledge of what to do in an emergency.

Setting details

Unique reference number	EY433147
Local authority	Hillingdon
Inspection number	816700
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	20 April 2012
Telephone number	

The childminder registered in 2011. She lives with her family in Hayes, in the London Borough of Hillingdon.

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