

Inspection date

26/09/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children's communication and language development is given high priority. The childminder introduces many new words to build on, and extend children's vocabulary.
- Children are happy, motivated and eager to explore and learn. They show good levels of independence, curiosity and imagination.
- The childminder has formed positive and trusting relationships with children. All children are treated with respect and their views and thoughts are valued.

It is not yet outstanding because

- Children do not have enough opportunities to access resources and activities to support their understanding of equality and diversity.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 majority of inspection time was spent with the childminder observing her with the minded child. This took place in the childminder's home in the main living room.
- Children's information and development records checked
- Ongoing discussion with the childminder to assess her understanding of the welfare requirements and sampled policies/records checked i.e. complaints, child protection, and children's information.
- Safeguarding/child protection discussed with the childminder and policy reviewed.
- I also fed back to the childminder the outcome of the inspection and agreed the recommendation, which was agreed.

Inspector

Vicky Vasiliadis

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two school-aged children in Ickenham, in the London Borough of Hillingdon. The whole of the ground floor of the house is available for childminding and there is an enclosed garden for outside play.

The childminder has three children on roll, all within the early years age range, and attending on a part-time basis. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- strengthen the programme for Understanding the World by: providing children with a wide variety of resources that reflect diversity.

Inspection judgements

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

All children are cared for in a warm and welcoming environment. The childminder treats children with respect and as individuals. She is fully aware of their backgrounds and needs. She works very well with parents to find out about children's individual needs and requirements. The childminder has a range of books that she uses to help children develop an understanding of similarities and differences. However, children have less access to resources that support their understanding of equality and diversity.

Children make good progress in respect of their learning and development. The childminder successfully identifies children's starting points. For example, she talks to parents and asks that they complete a 'child record form'. She also makes good use of developmental records produced by previous settings that children have attended. As a result, the childminder has a thorough knowledge of each of the children in her care. She provides children with a stimulating and well-resourced environment that supports their all round development. The childminder involves parents in children's ongoing learning. She talks to them on a daily basis about children's achievements and their future learning.

Children have good opportunities to promote their independence skills. The home is organised well to encourage children to be independent, and involved in a variety of activities. Children take great pride in being able to hang up their coats on the low-level pegs. They also access a good range of resources that are easily accessible. This enables children to make choices and lead their own play. The childminder engages children in conversations, introduces many new words, and poses open-ended questions. As a result, children make good progress in their communication and language development.

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

Children are valued as unique individuals as the childminder takes into account their interests, ages and abilities when planning for them. Consequently, children are provided with a challenging environment, which supports and extends their all round development. The childminder is responsive to children's emotional needs and values their contributions and views. This helps children to feel secure, comfortable and safe whilst in her care. Children learn to respect their environment and living things. For example, they help to tidy away toys and resources before taking more out. They also help the childminder to care for vegetables in the garden, which they later are able to eat. Children are aware of behavioural expectations, in relation to their ages. They behave well and need very little intervention in respect of their behaviour. Children receive lots of praise for their efforts and achievements, which encourages their self-esteem.

Children enjoy playing and exploring and are active learners. They take great delight in playing with the play dough activity. The childminder introduces transport vehicles to support children's interests. Children laugh heartily in anticipation, as they watch to see what happens when the play dough squeezes through the railroad maker. The childminder uses mathematical language during everyday activities such as, counting the number of spoonfuls of lunch children eat. There are also many discussions with children about size. For example, talking about holes in the road leads to discussions about sizes such as big, huge and enormous. Children also learn about colours as they sort out the different coloured toy cars. Children develop an interest in technology as the childminder supervises them, whilst they access educational websites on the computer.

Children begin to learn about their own safety. The childminder increases children's awareness of issues affecting their well-being. For example, she gently reminds children to sit sensibly at the table in case they fall and hurt themselves. She also encourages children to ascend and descend stairs safely whilst under her supervision. The childminder promotes the good health of children. She ensures that children have fresh air and exercise on a daily basis. For example, children walk to and from nursery and school and can access the garden. The childminder ensures that she is aware of the children's dietary requirements and complies with parents' wishes. She stores and heats food appropriately, which parents provide. The childminder ensures that when providing snacks and drinks for children, that these are healthy. Children learn about the affects of food on their energy levels and growth, as the childminder has these discussions with them.

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

The childminder fully supports children's all round development. She is aware of her responsibilities in relation to the learning and development requirements. As a result, she provides children with an enabling environment, which fosters their independence and curiosity. Subsequently, children make good progress towards the early learning goals.

The childminder has a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She maintains all of the legally required documents,

policies and procedures. This helps to ensure the safety and well-being of all children. Children's safety is given high priority by the childminder, who has a good understanding of how to safeguard children. For example, she is fully aware of the possible indicators which would cause concern and the procedures to follow. In addition, she has completed child protection training, to ensure that she remains updated. The childminder has effective systems to limit children's access to potential hazards, both indoors and outdoors. She conducts visual checks on the premises and carries out risk assessments before taking children on outings. The childminder monitors visitors, and individuals whose suitability is not assessed do not have access to children.

Although the childminder has only been childminding for a short time, she is able demonstrates a clear understanding of her strengths and weaknesses. She has plans to access training in order to deepen her knowledge of the reformed Early Years Foundation Stage. In addition, she plans to enhance the systems for information sharing with parents. She is going to devise questionnaires for parents and to complete summary records of children's achievement. The childminder seeks parents' views verbally and works with them to meet children's changing needs and routines. The childminder takes account of the views of the children. She finds out their likes and interests and incorporates this into planning. As a result, children's needs and well-being are effectively promoted.

Partnerships with parents and other providers are good. She has established good relationships with parents who are encouraged to share what they know about their child, particularly when the child first starts to attend. She shares information verbally at collection and drop-off times and parents receive regular feedback about their children's development. In addition, the childminder has a notice board in place, which displays her registration certificate and training. The childminder has made effective links with the local nursery school. She has obtained their curriculum plans and regularly talks to teachers about children's progress and next steps. As a result, the childminder successfully complements children's education and care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY445172
Local authority	Hillingdon
Inspection number	791358
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
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 that are usually their 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.

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