

Inspection date

Previous inspection date

12/10/2012

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

- The childminder knows children well and is very reassuring which creates an environment where children feel very safe and secure. As a result they gain confidence to move away from the childminder, explore, and investigate the resources available.
- The environment is well organised and resources are used effectively to support children's learning. The childminder provides a wide selection of good quality resources for children to encourage them to actively engage in activities, both in the home and through local outings.
- The childminder successfully promotes the use of books within the environment, which supports children's communication and language development. Children can self select their favourites from the low level storage available and they enjoy regular visits to the local library.

It is not yet outstanding because

- There are fewer opportunities for children to explore and investigate sensory materials, for example, gloop and corn flour.
- Children enjoy looking at books; however there are less opportunities to look at books containing familiar photos of family members and significant people.

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

- Inspector undertook observations with the childminder and the children present.
- Inspector sampled documentation the childminder maintains.
- Inspector discussed practice issues with the childminder.
- Inspector sampled information provided by parents of the child who attends.
- Inspector went through feedback and agreed recommendations for improvement.

Inspector

Maria Conroy

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband and young child aged three years, in Northwood, in the London Borough of Hillingdon. The whole of the second floor flat is used for childminding and there is a communal garden area for outside play. Access to the flat is by stairs, there are no lift facilities available. There is one child on roll who is in the early years age range. The childminder is registered on the Early Years register and both parts of the Childcare Register. The childminder walks to local schools to take and collect children. She attends the local toddler groups and is a member of a local

childminder support group. The family has no pets.

What the setting needs to do to improve further

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

- Provide a wide range of materials, resources and sensory experiences to enable children to explore different textures
- Make books about children in the setting and encourage parents to contribute to these, including photos of family members and significant people in the child's life.

Inspection judgements

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

The childminder supports children in the acquisition of communication and language skills and in their physical, personal, social and emotional development so that children of all ages and abilities make good progress in their learning. The childminder gives children many opportunities to make choices, for example she offers a few activities enabling even very young children to select what they want to do. Children listen and enjoy rhythmic patterns and rhymes; they follow simple actions such as opening and closing their hands and raising their arms up high.

Children enjoy exploring books, they confidently open flaps to find what's hiding underneath and repeat the name of animals they see. However there are fewer opportunities for children to see books with photos of family members and other significant people, which support language development and encourage them to feel valued and part of the setting. Children engage in symbolic play, such as putting the baby in the buggy and feeding her with a spoon. The childminder provides a verbal commentary about what children are doing, enabling them to link words to actions. Children's progress in the prime areas of learning ensure they have the necessary skills for their next steps in their learning.

Children are interested and keen learners who display the characteristics of effective learning. Children enjoy putting shopping into bags and pushing the baby in the buggy. This encourages them to make links to real life situations. They enjoy being involved, they concentrate as they listen to the childminder read a familiar story, and they carefully look to find the animal on the picture. Children enjoy listening to familiar songs on the, computer, they make choices by pressing the relevant icon and sway from side to side as

the music plays. Children have begun to take part in some art and craft activities; however there are fewer opportunities for children to engage in sensory experiences such as exploring different textures.

The childminder has a secure knowledge and understanding of how to promote the learning and development of young children. She has only recently begun to childmind, however she is very committed to providing a stimulating environment, which encourages all children to want to explore and investigate. She has implemented effective systems to observe and access children's progress in their development. This enables her to plan suitable challenging activities to enable children to move confidently to the next step in their learning.

Parents contribute to initial assessments of children's starting points on entry in the 'getting to know me' form. This provides the childminder with necessary information about the type of care she will provide to support each child. Parents are encouraged to share information about their children's learning and development at home. Regular exchange of information takes place with the childminder and the parents, enabling both parties to be fully informed. A detailed notice board provides additional information for parents including the menus, different types of activities on offer and places the childminder takes the children. Parents comment, 'my child runs in when she arrives at the childminders and never wants to leave'. The childminder is very loving, patient and provides a stable and safe environment.

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

Children have formed secure attachments with the childminder and her family, this supports them in developing independence skills and gives them the confidence to explore and investigate. The environment is attractive and inviting to encourage young children to engage in the activities provided. Good quality toys and equipment, including those with positive images of diversity, resourcefully promote children's learning. Well organised space, toys and furniture enable children to have room to move around freely and play. Children enjoy taking part in local outings which complements the range of activities provided in the home environment, for example visits to toddler groups and local parks. Children are gaining physical skills which improve their mobility. They enjoy pushing the buggy around, climbing up the slide and have regular opportunities for outdoor play. For example they use the equipment in the park and run around on the grass. A healthy diet enables children to have fresh fruit and vegetables for their snack time and the childminder encourages them to drink water on a regular basis. There are effective hygiene procedures in place, for example, the childminder wears gloves for nappy changing and she wipes the mat after each use. The childminder acts as a positive role model, talking to children as they wipe their hands, to rub off all the germs. Children take part in regular fire drills thus enabling them to be familiar with the procedures to leave the building in the event of an emergency.

Children behave well and listen to instructions. They are encouraged to help tidy up when they finished with the toys, which encourages them to have a sense of responsibility. The childminder praises children and tells them how clever they are, when they say a word

clearly or makes a mark on the board, which promotes their self esteem and confidence. Children enjoy attending toddler groups which supports their ability to share, take turns and socialise with other children of a similar age. Overall children gain the key skills that enable them to move onto their next place of learning.

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

The childminder fully understands her responsibilities in relation to safeguarding. She has attended training in this area which supports her understanding of the procedures in place. In addition to this, visitors to the setting show their identification to the childminder before entering the premises, this adds to children's safety. The childminder also undertakes daily risk assessments on the areas used by the children and on the equipment they have access to.

The childminder knows the children well, their interests and what they like to do. Planning is personalised for individual children, the activities clearly link to the observations undertaken. The next steps identified, link to the themes of the early years foundation stage and the characteristics of learning. The childminder has successful systems in place which enable her to monitor and assess children's progress, which confirms they are making good progress in their learning.

The childminder is newly registered; she is keen to make continual improvements to the service she provides. She has begun the process of self evaluation and evaluates her practices on a daily basis. She continually exchanges information with parents to enable her to make further improvements to her practices. The childminder has recently updated her knowledge by attending training on the review of the Early Years Foundation Stage. She is aware of the recent changes to legislation, and has reviewed her practices to meet the requirements. She liaises with other local childminders to exchange practices and accesses local authority training where required. The childminder is aware of her responsibilities in relation to working with other professionals involved with the children in her care.

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	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	EY445194
Local authority	Hillingdon
Inspection number	794911

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
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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