

Inspection date

Previous inspection date

07/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder offers a warm, welcoming family environment, enabling the children to feel very much at home and part of the family.
- Partnerships with parents are developing well and the childminder uses the information obtained from school to provide continuity for children who attend more than one provision.
- Children behave well, they are developing positive manners, they respect their friends and are learning to share and take turns with each other.

It is not yet good because

- The childminder has yet to develop self-evaluation; as a result she has not identified key priorities for further improvement.
- The planning of the educational programmes does not incorporate all areas of learning to support individual children's learning needs and progress.
- There are fewer activities to support children in understanding their emotions and dealing with everyday situations that they have experienced.

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

Inspection activities

- The inspector observed the childminding engaging with the children.
- The inspector took parents' views into account.
- The inspector talked to the childminder about her practices.
- The inspector sampled documentation.

Inspector

Maria Conroy

Full Report

Information about the setting

The childminder registered in 2012. She lives in Hanwell, within the London Borough of Ealing. The whole of the house is available for childminding and there is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The childminder works with an assistant. She currently cares for one child in the early years age group.

What the setting needs to do to improve further**To meet the requirements of the Early Years Foundation Stage the provider must:**

- review and improve the educational programmes to incorporate all areas of learning through meaningful activities and experiences to promote each child's progress
- develop the process of self evaluation, reflecting on practice and knowledge to support future development and continuous improvement to ensure all requirements and the needs of children are met at all times

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

- promote further opportunities to help children feel emotionally secure as they share their experiences.

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

The childminder has a satisfactory knowledge and understanding of how to promote the learning and development of young children. Parents contribute to initial assessments of children's starting points through the completion of the children's profiles. This helps the childminder to know children's likes and dislikes and where they may require further support. She has started to use observation and planning to enhance children's learning experiences; taking into account their interests. However, she does not extend children's development through implementing all areas of learning. This limits opportunities for children to progress through a broad range of meaningful experiences. Activities are provided both in the home and the local community such as the park and rhyme time.

The childminder suitably supports children's communication skills. She engages in positive conversation with the children during activities. The childminder listens carefully to children and gives them plenty of time to respond to promote their early language skills. Children enjoy playing with the play dough as they create pretend food and wriggly worms. They sing familiar songs and demonstrate the actions to younger children in the group. Children are learning to be kind and caring towards one another. For example, older children explain to younger ones, why it is nice to say thank-you. This helps support their personal, social and emotional development. As a result, children develop a satisfactory range of skills overall to help prepare them for their future learning.

Children are motivated and explore their surroundings with confidence. They enjoy taking part in creative activities, such as painting masks and making an alien out of junk modelling materials. Children confidently request to play favourite board games, which

enable them to learn to follow simple rules. Overall, children make satisfactory progress to enable them to progress to their next stages of learning.

The childminder informs parents about her practices and their child's well being. A regular exchange of information takes place between the childminder and the parents, including written summaries of achievement. This helps to provide children with continuity in their learning and development.

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

The childminder helps children to learn about having a healthy lifestyle. They have regular opportunities to play in the fresh air and take part in exercise, to promote their physical development. For example they enjoy swimming, going to the park and playing in the garden. Children are provided with healthy meals and snacks that meet their dietary requirements and help them learn appropriately about eating healthy options.

Children settle well and form a positive bond with the childminder and her extended family. They confidently move around the play area and make choices about what they would like to play with. The childminder knows the children well and as a result is aware of their likes and dislikes. Children are gaining awareness of how to keep safe, through discussion and during the daily routines. For example they use appropriate seats while travelling in the car and talk about looking for cars before they cross the road safely.

Children behave well and they are developing good manners. They talk about sharing and taking turns with their friends while engaged in activities. Children are keen to take part in the activities provided and concentrate well. Children are praised by the childminder when they achieve or demonstrate good manners, which boosts their confidence and self esteem. Discussions take place about different emotions and children talk about events that have happened at school. For example, when they are not chosen for an activity. However there are fewer opportunities to extend and enable children to understand how they feel as a result of their experiences. This reduces opportunities for them to explore their feelings.

There are a varied range of toys, books and equipment both indoors and outdoors. They are well organised to enable children to see clearly what is available and also support them in making choices. The childminder uses both home based activities and those in the local community to support children's learning.

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

The childminder has a satisfactory understanding of the Early Years Foundation Stage framework. She has sound procedures in place for safeguarding children. For example, she understands the signs and symptoms that may cause concern and explains to parents about the use of mobile phones and cameras in her setting. She seeks their permission

before taking photos to promote children's welfare. However, the childminder is in breach of requirements relating the compulsory and voluntary parts of the Childcare Register in relation to the policies for safeguarding children and complaints. Risk assessments are satisfactory, there are no hazards accessible to children and a daily check is made on the premises before children arrive to ensure the areas they use are safe. There are suitable procedures in place for administration of medication and also dealing with accidents. As a result children are safeguarded appropriately.

The childminder has recently begun to care for children and is keen to gain more experience in her new role. However she is not yet using self-evaluation to reflect on her practice and drive future improvement to secure effective outcomes for children. The childminder engages satisfactorily with parents through verbal communication and by acquiring consent forms, for example, for local outings. There is some information displayed around the home such as the parent's poster, giving details of the regulator and details of the fire evacuation procedures. Parents comment that they are very pleased and they particularly like the childminder's kind and caring nature. They report that their children 'can't wait to go to the childminder' and very much enjoy taking part in the range of activities provided particularly swimming. They comment the house is clean and there is plenty of space and toys for children to play with.

The childminder works effectively with other professionals, such as the teachers at the school where children attend. She uses the information sent home from the child's school to enable her to know what aspects of learning they are working on. The childminder also liaises with the parents to provide continuity of care for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- develop a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- develop a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (compulsory part of the Childcare Register)
- develop a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)

- develop a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (voluntary 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	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 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 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	EY454344
Local authority	Ealing
Inspection number	891722
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
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, 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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