

Inspection date

Previous inspection date

18/12/2013

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 provides many opportunities to support and encourage children's communication and language skills.
- As a result of effective settling-in procedures, children adapt and settle in well; forming positive relationships with the childminder and her family.
- There are frequent opportunities for children to participate in offsite activities to support their development in all areas of learning.
- Children are encouraged to tidy up and have respect for their environment and the resources they use.

It is not yet outstanding because

- On occasions, the organisation of planned art and craft activities are a little too complicated for younger children; therefore they do not fully benefit from the aim of the activity.

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 children and the childminder engaging in activities in the home.
- The inspector sampled the documentation.
- The inspector gained the views of parents through written feedback.

Inspector

Maria Conroy

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and young child in Hillingdon. The children have access to the ground floor of the property for play and a bedroom for rest. There is a secure garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are four children on roll; of those three are in the early years age group. The childminder visits activities in the local community and can take and collect children from the local school and preschool. The family has two cats.

What the setting needs to do to improve further

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

- provide alternative options for art and craft activities to enable all children to gain from the planned learning experiences.

Inspection judgements

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

Children are beginning to make good progress in their learning. This is due to the childminder's secure understanding of how children learn effectively. Good quality interaction is provided for all children and the childminder successfully shares her time and attention between all children in her care, which helps support their learning. The childminder uses the process of observation to identify children's individual interests. She successfully uses this information to help her plan and provide a wide range of activities to engage and support children in their development. For example, having identified that some children enjoy music, she now takes them to a music and movement session every week; which helps children to gain confidence and promote their language skills. The childminder is beginning to gain confidence in the process of identifying children's next steps for learning and tracking the progress they make. She is aware of the progress checks for two-year-olds and how they will help to identify the progress children make and where they require further support.

Children have many opportunities to take part in activities that help support their communication skills; they explore a range of books and listen to a variety of stories. They enjoy cuddling up to the childminder, listening attentively to their favourites. Children are encouraged to become familiar with turn taking with their friends in turning the pages and lifting the flaps. Their mathematical skills are skilfully woven into the learning experiences as they count items in the book and recognise the written numbers they see. The childminder uses different visual aids which maintain children's interests, including books with puppets and prompts. She encourages the older children to assist her, therefore

promoting their independence and enabling younger children to learn from them. Children enjoy joining in with familiar songs and actions, both in the home and at the music session they regularly attend. The childminder provides a verbal commentary about what children are doing throughout the day. Consequently, this helps children to understand the meaning of words and enables them to link words to actions, which promotes their communication and language skills.

Children's physical development is promoted through the regular trips to the local park and the playgroups; where they play outdoors on various bikes, tricycles and push buggies. The childminder provides a range of art and crafts which help support children's fine motor skills. For example, they squeeze the glitter glue on paper and move it around the page, using lolly sticks to spread it. However, on occasions the art activities planned are too complicated for younger children and do not provide alternative challenges; as a result they do not fully gain from the planned learning intention. Younger children enjoy and participate in pretend play; they feed the baby and push them around in a buggy, carrying their handbag, which helps to support their imagination. All children participate in activities to enable them to learn about different festivals throughout the year. For example, they make poppies for Remembrance Day and learn about the role of a soldier.

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

The childminder promotes children's independence within a safe environment well. There is space for children to move around and play freely. For example, they build towers of bricks on the mat, while others push their baby around in the buggy. Children are taught to stay safe as the childminder gives them clear boundaries. For example, the childminder reminds them they must be careful of the sharp bit on the sellotape dispenser. They are encouraged to sit nicely at the table while they eat their lunch and know they cannot go beyond the stair gate when closed, which separates the kitchen and utility room.

The childminder provides children with good experiences to teach them about a healthy lifestyle. She provides them with healthy snacks and meals; making it fun to eat, by making star shaped sandwiches. Young children follow good hygiene procedures; they are encouraged to blow their nose and independently put the tissues in the bin; they are encouraged to wash their hands before they have their food. All children and adults remove their outdoor shoes in the home, as young children play on the floor. Children enjoy participating in activities, to promote their physical development they use the equipment in the local park and dance using pom-poms and enjoy circle games.

Children are beginning to form trusting relationships with the childminder and her family; due to the effective settling in procedures, which helps them to feel reassured and secure. They enjoy cuddles particularly when they are feeling tired. Children are encouraged to be kind to their friends and share and take turns. The childminder teaches children good social skills, which they will need in future life. For example, trips to various groups enable them to socialise with other children where they learn to share and take turns during their play. This helps to prepare them well as they move onto their future learning environment.

Children have access to a wide and varied range of good quality toys and equipment; both in the home and through local facilities, which supports their all round development. The resources are changed around on a regular basis, which ensures that children have a variety of different materials to explore and play with. The childminder has organised her environment effectively to enable children to make choices as to what they want to play with. This also enables them to participate in tidy up time, which helps them to respect the resources and their environment. Storage is clearly labelled, which helps support children in putting things back in the correct place.

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

The childminder has a good understanding of the Statutory framework for the Early Years Foundation Stage. She implements effective safeguarding practices and has suitable procedures in place, to deal with any issues relating to child protection. Written policies and procedures are shared with parents and they have access to contact details for different authorities, should they wish to get in touch with them. Detailed risk assessments are undertaken, which help the childminder to identify hazards and put preventative measures in place. These include visits to local outings and travel in the car. Record keeping is accurately maintained, for example, attendance records include all the necessary details and medication details are logged with relevant consent from parents.

The childminder has begun the process of self-evaluation and reflects on her practice on a daily basis, particularly with the success of her planned activities. The childminder receives support and advice from the local authority development workers and uses locality meetings where; she meets other childminders to discuss and review practices. She has also begun to plan training to update and enhance her skills and knowledge. The childminder has systems in place, to obtain parents views of her setting however, as children are all new, this process has not been fully completed.

Partnership with parents is developing well. They receive a daily log which keeps them informed of their children's care. In addition, new parents are reassured through regular text messages and photos that their child has settled once they have left. The detailed 'all about me' format in place, enables parents to share relevant information with the childminder before their child starts; to enable her to meet their needs fully. Parents comment their children are very happy and have settled well. They enjoy the groups they go to and how the childminder carefully takes into account their child's safety.

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	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. It will be monitored and inspected within twelve months of the date of this 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		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	EY461585
Local authority	Hillingdon
Inspection number	922113
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
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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