

Inspection date

Previous inspection date

05/10/2012

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

- Children feel safe and secure with the childminder due to the caring and loving environment she provides.
- The childminder promotes children's health by ensuring that they enjoy a healthy diet and have regular opportunities for exercise and fresh air outdoors.
- The childminder encourages children to use their home language, thereby promoting their speech and language development.
- The childminder works closely with parents to ensure that the individual needs of each child are well known and continue to be met.

It is not yet good because

- The childminder is not fully secure in her knowledge of the learning and development requirements of the Early Years Foundation Stage. As a result she does not effectively plan and implement an educational programme tailored to the individual needs of the children.
- The childminder has yet to develop a robust system of self-evaluation to help ensure that her practice continuously improves in order to achieve better outcomes for children.
- The childminder does not fully support children's physical development by providing low-level equipment that they can pull themselves up on as they learn to walk.

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 inspector spent the majority of the inspection time with the childminder observing her and the children she was minding. This took place in the living room of the childminder's home.
- The inspector sampled the children's information.
- The inspector sampled the childminder's records and discussed safeguarding issues.

Inspector

Christine Bonnett

Full Report

Information about the setting

The childminder was registered in 2011. She lives with her husband and adult child in West Kilburn in the London Borough of Westminster. The lounge of the ground floor flat is available for childminding and there is a fully enclosed garden for outside play. The childminder is currently minding one child in the early years age group. 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 meet the requirements of the Early Years Foundation Stage the provider must:**

- develop skills and knowledge in order to plan and provide an educational programme that has depth and breadth across the seven areas of learning

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

- promote physical development by providing suitable equipment to assist younger children to learn to walk
- develop further systems to evaluate and monitor practice to identify strengths and priorities for development that will enhance the quality of the provision for all children and include the views of parents.

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

Children are happy in the childminder's care and enjoy their play. Children make appropriate progress. The childminder knows them well and through basic observation, and her knowledge of how children develop, she provides appropriate learning opportunities. However, she does not have a full understanding of the learning and development requirements. As a result the educational programme the childminder provides lacks depth and breadth across the seven areas of learning and planning does not effectively focus on the individual learning needs of each child. The childminder routinely talks to the parents about how their children are developing. This helps to involve them in their children's learning.

The childminder interacts warmly with the children. She talks and sings with them to promote their language their language development. Younger children smile and laugh with pleasure as they listen to familiar songs, such as 'Five little monkeys.' She often talks and sings in their home language to provide consistency and to help further promote their communication skills. The children are active learners who are curious to find out what happens when they press buttons on activity centres. They smile with pleasure when a figure pops up.

The children enjoy handling books. The childminder sits with them and talks about the pictures as the children point to them. They build towers with stacking cups and the childminder talks to them about how many they have built and what colour they are. Children enjoy regular visits to the local park where they learn about the world around them. For example, they gaze with fascination as a flock of pigeons suddenly flies into the

air.

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

The childminder provides a clean and homely environment for children to play in. Overall she has suitable resources that generally promote learning and uses them effectively with the children to help them make progress. However, she lacks low-level equipment to encourage children on the verge of walking to pull themselves up to a standing position.

The childminder understands the importance of encouraging children to adopt healthy lifestyles. Although the parents supply their child's main meals, the childminder provides fresh fruit as snacks. She works with parents to ensure that children have a healthy balanced diet and discusses healthy eating with children. Younger children sit safely strapped into highchairs for their meals. As well as watching the wild life in the local park, the children benefit from physical exercise. They enjoy using equipment such as the swings and slide.

The childminder is safety conscious. She has risk assessed her home and garden to help ensure that all obvious hazards are minimised. She monitors the children well as they crawl around the floor to make sure they do not endanger themselves. When using public transport or generally walking along the street, she plans her route to avoid potential hazards. This helps to keep children safe.

The childminder takes children to drop-in groups to mix and socialise with other children. They also learn important social skills, such as sharing and taking turns. The childminder encourages children to think critically and solve problems. For example, when a toy cotton reel rolls under the table, she monitors them closely for safety, but enables them to find a way to retrieve it themselves. This helps children to think critically, and develop confidence in their own abilities. The childminder also gently teaches children what is right and wrong from an early age. For example, she explains that they should not touch electrical equipment, such as the television. Children quickly understand what she expects of them, and look to the childminder for affirmation. This helps children develop a sense of security and well-being and also builds upon their readiness for school.

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

The childminder has a sound understanding of the safeguarding and welfare requirements. She knows the signs that would give her cause for concern about the well-being of a child and how to report such concerns. She maintains all records necessary for the safe and efficient running of her service.

The childminder has only recently started to care for children and is yet to develop rigorous systems for self-evaluation and monitoring the effectiveness of the educational programme. She is aware that she needs to learn about how to fully implement the

learning requirements by planning effectively. She is keen to attend training to increase her skills and knowledge in order to improve outcomes for children. She does not yet seek the views of parents about the quality of the provision.

The childminder builds generally effective relationships with parents. She spends time with them exchanging all relevant information about their child at the beginning of the arrangement. This helps children to settle in quickly. There is also an ongoing two-way flow of information about children's care and learning. The childminder offers a flexible service in order to meet the families' commitments. The childminder does not currently have any children in her care who require additional support, or who attend other early years settings. However, she is aware of the importance of working closely with all parties to promote learning and help prepare children for school.

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:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard children being cared for from abuse or neglect (also applies to the voluntary part of the Childcare Register)
- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which parents put in writing or by email (also applies to the voluntary part of the Childcare Register)
- take action as specified for the compulsory part of the Childcare Register

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 of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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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	EY428789
Local authority	Westminster
Inspection number	784519
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.

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