

Inspection date	22/11/2012
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 feel safe and secure as they play in a warm and welcoming environment and have familiar routines. They form secure attachments with the childminder.
- The childminder uses children's interests to promote their learning and as a result children are actively engaged in their play and make good progress in their learning.
- The childminder is keen to make ongoing improvements to develop her practice and enhance outcomes for all children.

It is not yet outstanding because

- Children lack opportunities to use materials, such as dough and clay, to develop their moving and handling skills.

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 and development records.
- The inspector sampled the childminder's records and policies and discussed safeguarding issues.
- The inspector spoke to the childminder at appropriate times throughout the inspection

Inspector

Christine Bonnett

Full Report

Information about the setting

The childminder was registered in 2010. She lives with her two children in North Kensington, within the Royal Borough of Kensington and Chelsea. The whole of the first floor flat is available for childminding and it is accessible via a lift or two flights of stairs. There is no access to an outdoor area but children are regularly taken to the local park.

The childminder is currently minding two children 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 further improve the quality of the early years provision the provider should:

- provide children with opportunities to develop their moving and handling skills by using malleable materials, such as dough and modelling clay.

Inspection judgements

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

The childminder has a secure understanding of the Early Years Foundation Stage and how children learn. She offers a wide variety of activities and experiences that cover the seven areas of learning. This helps to ensure that children have a good foundation for future learning at school. The childminder observes the children as they play and tracks their progress towards the early learning goals. The system enables her to effectively identify and support children's next steps in their individual learning journey. The childminder shares the progress files with parents to ensure that they know how their child is developing and how they can support learning at home.

The childminder takes account of children's interests when she plans activities. She thinks about what they like to do and will obtain new resources to provide fresh interest and challenge. For example, she obtained a large foam ball specifically for a child who loves football. The child now has great fun playing safely with it indoors and out. The childminder also uses the ball to foster younger children's listening and understanding as she encourages them to throw the ball to her.

Children are confident, inquisitive and show good motivation to learn. They concentrate well on their chosen activity. For example, the childminder has a range of musical instruments and sits with the children showing them how to make sounds. They also enjoy looking at books together and thinking about the pictures they see as the childminder asks them questions. The childminder also promotes communication and language as she sings rhymes with repetitive lines, such as 'zoom zoom zoom we're going to the moon'. The childminder fosters young children's physical development because she has stride-and-ride toys for them to climb onto and learn how to move along. However, children have fewer opportunities to develop small muscle skills, such as by handling malleable materials, for

example, dough. The childminder threads the introduction of mathematical concepts through children's spontaneous play. For example, when playing with interconnecting bricks she shows them matching colours, and encourages them to count the number of bricks in the tower.

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

Children form strong emotional attachments to the childminder because she interacts warmly with them, helping them to feel safe and secure. They enjoy cuddles and playful games together, such as peek-a-boo. Children also regularly socialise with their friends at the local pre-school group and make new relationships.

The childminder supports children to understand the importance of adopting a healthy lifestyle. Everyday they visit the local park where they play football and use the slide and swings. Children learn that they wash their hands on their return to protect their health. The childminder liaises with parents to make sure children have meals and snacks that they enjoy and cater for their particular dietary needs. She provides fresh fruit, yogurts and plenty of fresh vegetables to contribute towards a healthy diet.

The childminder's home is clean and provides a safe and conducive environment for children to play and learn. She has a wide variety of play equipment that she uses well with the children to support their all round development. The childminder lives in a flat and has devised procedures to ensure that she will be able to evacuate all the children safely in the event of an emergency. However, the children have not yet been involved in practising this procedure so they are also learning how to help to keep themselves safe.

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

The childminder is fully aware of her responsibility to meet the learning and development requirements and demonstrates a secure knowledge of how children learn and develop. She also has a good knowledge and understanding of the safeguarding and welfare requirements. She has a procedure to follow to report any concerns she might have about a child's well-being. Parents are aware of her responsibilities because they have access to her policies and procedures, including the procedure for them to follow should they have concerns about the care she provides. Detailed written risk assessments identify all potential risks and how they are minimised indoors and on outings to ensure that children are not exposed to obvious danger.

The childminder demonstrates a very positive attitude to making improvements and developing her service. Since registration she has attended training about the reformed Early Years Foundation Stage and has adapted her system of observation and assessment accordingly. The childminder recently gained a professional qualification as a teaching assistant, and hopes to build upon this to further develop her knowledge of childcare and education. She has also learnt how to use phonics with older children to support their

language and literacy. She intends to introduce this into her practice appropriately. The childminder reads professional websites to keep up-to-date with topical issues.

The childminder establishes effective partnerships with parents. She discusses all aspects of the child's routine with them at the beginning of an arrangement to make sure that she gives consistent care. She also works with parents to resolve issues as they arise, such as weaning routines. She shares all relevant information with parents each day and welcomes any feedback from them about how she runs her service, and suggestions for change. In addition, the childminder is aware of importance of sharing information with schools and other early years settings children might attend in order to further support their learning and development.

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
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	EY416735
Local authority	Kensington & Chelsea
Inspection number	754384
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	2
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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