

Inspection date

Previous inspection date

14/01/2013

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

- Children are happy, confident and settle quickly in this environment where they have formed secure attachments with the childminder.
- Children benefit from the one-to-one interaction that they have with the childminder. This helps children to make progress in their prime areas of learning.

It is not yet good because

- Relationships with other providers where children attend, such as, the school, are not sufficiently developed in order to enable their learning to be supported and complemented whilst with the childminder.
- The childminder has not conducted fire drills with the children. As a result, children do not have a good understanding of keeping themselves safe and some safety equipment is not appropriately positioned.
- The childminder does not evaluate her provision in order to help her to identify areas for development to improve the outcomes for children.

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 spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning a journal, a sample of policies and procedures, documentation and children's records.
- The inspector observed activities in the main area used for childminding.
- The inspector asked for a tour of the premises in order to see all the rooms that children have access to.

Inspector

Mauvene Burke

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and their three children in a first floor flat located in Pimlico in the London Borough of Westminster. The flat is accessed via two internal flights of stairs and there is a lift. The family have a cat.

The childminder is registered on the Early Years Register and on both the compulsory and

voluntary parts of the Childcare Register. There are currently three children on roll in the early years age range.

The childminder has a City and Guilds qualification in Childcare and Learning at level 3. She runs a local playgroup on a weekly basis and takes children to and from the local school.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve partnership working with other settings children attend, to ensure that they benefit from continuity. In addition to ensure that they have the help and support they need and that there is a shared understanding between all those involved with each child.
- ensure that the safe use of mobile phones and cameras is considered and added to the safeguarding policy.

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

- help children to keep themselves and others safe in an emergency by practising regular fire drills and ensure that the fire blanket is fixed in accordance to the manufacturer's guidance
- develop children's understanding of danger and how they can keep themselves safe when they are outdoors
- introduce systems of self-evaluation which take into account the views of others and derive from monitoring and analysis of the setting so that strengths and weaknesses are identified and a clear improvement plan is implemented.

Inspection judgements

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

The learning environment is organised generally well and children are able to explore and play freely. The childminder has a wide range of resources appropriate to the children's age and stage of development. She has a satisfactory knowledge and understanding of child development and the expected levels children will reach during their early years. She uses guidance such as the Development Matters in the Early Years Foundation Stage as a

tool to help her to further support children's development. Children benefit from the information the childminder gains from parents in the 'All about Me' they complete at the start of the placement. This provides the childminder with details about their individual interests, needs, and preferences, known also as children's starting points. The childminder has started to observe children as they play, which, because of their age and stage of development, mainly pertains to their prime areas of learning. However, she does not use these to best effect when planning and shaping learning experiences for the next steps in children's learning.

Babies are developing confidence and positive self-esteem with the childminder. They show their strong sense of belonging as they freely move around their environment and access the resources available. The childminder helps to support their physical development as they are beginning to learn to walk by holding their hands as they make steps around the room. She encourages them to crawl by placing toys and books randomly around the room for them to try to reach. She plays games like 'catch me if you can' as she crawls behind scurrying babies as they try their best to 'get away' from her. Babies are beginning to show a sense of curiosity, develop an understanding of the world as they show an interest in animals. For example, as they observe the family cat as she moves around the home. The childminder provides resources with knobs and buttons that children press and open as they begin to discover technology. Their hand-eye coordination and small muscle skills are developing. For example, they grip the musical shakers and shake this as they move around the room and at meal times, they bang the spoon on the table of their highchair. Children's early communication and language is encouraged by the childminder who repeats single words that babies make. This encourages babies to copy her and repeat it.

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

The childminder provides a warm and welcoming environment for children within her home. Children benefit from good interaction with the childminder who knows and meets their needs adequately well. For example, she quickly anticipates and recognises when children are tired, when they are becoming upset, and when they just need a bit of reassurance. This helps children to feel secure with the childminder and in turn promotes a close relationship with her.

Through regular attendance to playgroups and to the local library, children begin to socialise with other children of a similar age and learn to share, take turns, and develop positive relationships with adults. This helps to prepare children for when they move to other settings, giving them confidence.

Children benefit from fresh air and learn about healthy lifestyles through daily outings in the community. Children's care needs are supported effectively with regard to personal hygiene and changing nappies. The childminder ensures that she fully understands any specific dietary requirements or health needs and produces care plans to show she is able to meet each child's needs effectively. Although through choice, some children have their meals provided by parents, the childminder helps children to develop an understanding of

healthy eating through activities provided. Lots of outdoor play is encouraged, ensuring that children get regular fresh air and physical activity. This helps children adopt a healthy and positive attitude to exercise through play. Children are less well supported in their understanding of how to keep themselves and others safe. For example, the childminder does not explain to them about road safety and fire drills. Children's behaviour is good and they are developing an understanding of the boundaries in place within the childminder's home.

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

The childminder organises her provision reasonably well and has a useful range of policies and procedures in place, which support her practice. Her policies are shared with parents to ensure they are clear about how the provision operates including the childminder's duty regarding the safeguarding and welfare requirements. However, the childminder's understanding of the procedures she must follow in regards to child protection concerns is less secure. She does not demonstrate a sound awareness of the changes to the reformed Early Years Foundation stage regarding the use of mobile phones and cameras. She has however, very recently booked herself onto a Safeguarding: Child Protection course. The premises are generally safe and secure and systems are in place to update the risk assessment. A visual check of the premises is made before the children arrive in the morning to ensure that they are safe whilst playing in the home and with the resources available to them. However, the fire blanket is kept on the kitchen table meaning that it would not be easy to use in the event of a fire.

Adequate partnerships are developing with parents and other carers, for example, the school. However, opportunities are not in place to share information with the school on children's learning. While the childminder talks to teachers about children's general care, she does not gather information about what activities children have taken part in. As a result, she is unable to support and reinforce their learning while they are with her. Parents receive daily verbal information and through a contact book on their children's care and learning. They have access to children's journals, which keeps them adequately informed of the activities their children have been involved with and any progress they have made. The childminder supports children who have dual heritage and who are learning English as an additional language. She does this by providing resources that 'speak' to children in both English and French. The childminder is fully aware of the importance of developing effective communication with other professionals to ensure that diverse needs are met.

Since registration, the childminder has completed a qualification in early years at level 3. She runs a weekly playgroup, which provides her with regular support and advice to help her professional development. However, she does not have a secure understanding about the benefits of self- evaluation and so currently does not reflect on her practice. This has an impact on her ability to identify areas for future improvement, which includes outcomes for all children.

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	EY446432
Local authority	Westminster
Inspection number	809240
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	3
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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