

Inspection date

Previous inspection date

08/03/2013

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.
- The childminder has attended training courses and continues to improve her professional development by booking further training, recognising the benefits of continuous improvement.
- Children are supervised well from the moment they are in the care of the childminder, which helps to ensure they are safe and well protected.
- Partnerships with parents are developing well and the childminder uses the information obtained from school to identify where she can further support children's learning.

It is not yet good because

- Children's enjoyment and use of spoken language is not fostered successfully to encourage them to talk confidently and build up their vocabulary.
- There are fewer opportunities for children's creativity to be extended and for them to design with a variety of materials.

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 during their free play.
- 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 with her husband, father-in-law and two school age children in Marylebone in the London Borough of Westminster. The main areas for childminding are the lounge/dining room on the ground floor and one bedroom upstairs is used for children to sleep. There is a communal outdoor play space which is used for outdoor play. The premises are accessed by a flight of stairs. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Currently there is one child on roll, who is in the early years age group. The childminder walks to the local school to pick children up.

What the setting needs to do to improve further

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

- improve children's communication and language skills by providing opportunities for children to talk for a wide range of purposes e.g. to use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences and build up vocabulary that reflects the breadth of their experiences.

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

- extend children's imagination by providing further opportunities for children to express themselves and be creative using a variety of resources for example; mixing colours, joining things together and combining materials.

Inspection judgements

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

The childminder satisfactorily supports children in the acquisition of communication and language skills and in their physical, personal, social and emotional development so that children make suitable progress in their learning. Children are encouraged to be independent they take themselves to the toilet and wash hands before their snack. The childminder supports their independence skills as they change their clothes after school. Children enjoy the company of the childminder's children; they giggle and laugh as they play with them. They are learning to share and take turns as they play games. Children feel very safe and secure due to the effective settling in procedures and warm and

welcoming family environment the childminder's family provide.

Children enjoy reading books; they choose their own books during a trip to the local library and are supported by the childminder with their reading homework from school. However there are fewer opportunities for children to talk for a wide range of purposes. Children walk from school and use the stairs to reach the childminders home. As they do they enjoy counting the steps one by one showing their understanding of simple maths. Children's progress in the prime areas of learning is sufficient to enable them to gain the skills for their next steps in their learning.

Children have some opportunities to create and design as they make models from play bricks. They dress up in a range of costumes and draw using felt tips. However there are fewer opportunities for children to create using a wider range of resources, for example, mixing colours, joining things together and combining materials. Children are interested and keen learners who display the characteristics of effective learning. They concentrate as they take build structures from bricks and think critically as they decide what should go where when building their structure to make it move. Children explore their environment as they move around the room making decisions as to what to do.

The childminder has a satisfactory knowledge and understanding of how to promote the learning and development of young children. She has only very recently begun to care for children and those she cares for receive most of their early years experiences in school. The childminder has started to use observation and planning to enhance children's learning experiences. Parents contribute to initial assessments of children's starting points on entry through verbal conversations with the childminder about their likes and dislikes. Regular exchange of information takes place between the childminder and the parents, enabling both parties to be fully informed about the provision and children's activities. Parents comment, that they are very impressed with the childminder's warm and caring nature. They report that their children 'very much enjoy going to the childminder and spending time with her children'.

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

Children are beginning to form secure attachments with the childminder and her family, this supports them in developing independence skills and gives them the confidence to explore and investigate. The resources are organised at low level to enable children to make choices as to what they play with. The resources at home are complemented with those outside the home, for example, by using the library.

Children are learning to stay safe; the childminder encourages children to learn about road safety awareness. They are encouraged to look left and right as they cross the road on the way home from school. They also use tools safely, such as, a knife when they make their own sandwiches.

Children are developing their physical skills; they walk home from school and climb the

steps easily. Children have opportunities to make choices about what they eat for their snack, for example freshly prepared strawberries, grapes, carrots and cucumber when they come in from school. There are effective hygiene procedures in place, for example, the childminder encourages children to wash their hands before and after they eat their snack.

Children behave well and they are considerate to each other. They are encouraged to follow simple rules, such as, removing their shoes when they come indoors and sitting down while they eat their food. The childminder is a positive role model and she regularly praises the children when they do something well.

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

The childminder has a suitable understanding of her responsibilities in relation to safeguarding matters. She has completed child protection training and uses information gained to improve her knowledge and understanding of how to implement safeguarding procedures in the event of a concern about a child's well-being. The childminder undertakes regular risk assessments, helping to ensure the environment is safe for young children. Children are supervised well to safeguard their welfare. The childminder checks the identity of visitors before permitting them to enter the premises.

The childminder is newly registered and is keen to gain more experience in her new role. She has attended training courses including those to support her in particular areas of children's development. She works with the local authority development worker, who supports her in identifying further areas for development. The childminder responds to those areas identified which improves her practice and demonstrates her commitment to continuous improvement. For example, to help identify children's interests and their starting points, the childminder has begun the process of observations when children first start.

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. As a result she then implements those areas into the activities provided. The childminder also liaises with the parents to provide continuity of care.

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	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	EY445434
Local authority	Westminster
Inspection number	882671
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	2
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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