

Inspection date	14/03/2013
Previous inspection date	19/05/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder has a firm knowledge of the seven areas of learning and plans an exciting and interesting range of activities and experiences for children.
- The childminder offers children many wonderful opportunities to use and develop their imaginative skills.
- Children benefit from mixing with their peers and socialising outside of the childminder's home.

It is not yet good because

- the childminder has failed to maintain her first aid certificate
- children do not always engage in activities to fully support their understanding of mathematical concepts such as measuring and comparing.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in the living room area and briefly in the kitchen area.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's development files, planning, policies and other legally required documentation.
- The inspector spoke to and interacted with the children during play.

Inspector

Katie Dempster

Full Report

Information about the setting

The childminder registered in 2005. She lives with her two school aged children in a two bedroom first floor flat in North Kensington, in the Royal Borough of Kensington and Chelsea. The living room is the main area used for childminding. Access to the home is by stairs. There is access to a communal garden the childminder takes the children to local playgrounds and parks on a regular basis. The childminder currently has one child on roll in the early years age range. She is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder supports children who have English as an additional language as she speaks Portuguese as well as English.

What the setting needs to do to improve further

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

- attend local authority approved first aid training relevant for caring for young children

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

- provide rich and varied opportunities for children to compare length, weight and capacity.

Inspection judgements

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

The childminder has a firm knowledge of the seven areas of learning. She provides a wide range of activities and experiences that capture children's interest. The childminder makes written observations of the children, which she uses, along with her good knowledge of the children, to plan appropriate activities for them. The childminder tracks children's development, helping her to ensure children are making progress in her care. The childminder shares this information with parents, helping them gain an understanding of how their children are developing. The childminder also invites parents to share what they know about their child's development at home as well as ideas for how learning can be continued at home. This helps the childminder to maintain consistency for the children in both their care and learning.

The childminder uses very good techniques to support and challenge children's communication skills and incorporates many areas of learning into each activity. This

keeps children engaged and supports their learning very well. For example, as they look through a book together, the childminder encourages the children to talk about what they can see and asks questions about how the textured pages feel. The childminder introduces other resources, helping children make firm links in their learning. The childminder reminds children about past events that relate to the pictures in the book and steers the conversation to many different areas.

Children have wonderful opportunities to use their imaginative skills. The childminder pretends to be poorly, to which the children quickly respond to. Children grab the doctors set and say, 'nee naw nee naw' mimicking the noise of an ambulance. They have great fun using the different play tools to listen to her heart beat, take her temperature and give her medicine. They pretend to write on the pad, asking the childminder, 'what's your name and what hurts?' They look through the real first aid book, pretending to be doctors looking for information. Children understand the meaning of writing for a purpose and how we gain information from printed word. Children have access to the childminder's computer where they enjoy educational games. They learn how to use the mouse and keyboard. The childminder supports children in developing an understanding of numbers as they count and explore how we use numbers during play. However, there are fewer opportunities for children to measure and compare length, weight and capacity during their everyday play.

The childminder supports the children very well in preparation for the next stage in their learning. They have opportunities to be independent as they help set up for activities and carry out small tasks. For example, helping with the washing up. Children have wonderful opportunities to learn about school life. They pretend to go to school, using their own book bags and talk about getting the bus so they are not late.

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

Children show they are very relaxed and at ease in the childminder's home. They confidently choose activities and enjoy the childminder's interaction. Children settle quickly owing to the childminder's warm and friendly nature. The childminder takes time to talk to the children, valuing their contributions and offering lots of praise for their achievements. Children behave very well. The childminder effectively uses explanations to help children understand how to behave appropriately. Children benefit from mixing with their peers and socialising outside of the childminder's home. They regularly attend play groups where they learn important interaction and relationship skills. As well as play groups, children enjoy trips out within their local and wider community. They enjoy nature walks, visits to their local supermarket to purchase items from the shopping list, and gaining new experiences at different museums and other child friendly venues.

The childminder promotes the good health of the children through the many discussions they have. For example, they talk about what fruits are good for us, how too much sugar is bad for our teeth and they grow vegetables in the communal garden. Children learn about safety in fun and meaningful ways. For example, children enjoy trips to the local fire station children to learn about the importance of fire safety as well as those that help us.

Furthermore, during trips out, the childminder helps children understand why they must not touch or stroke the dogs without asking the owner the first as they might not be friendly.

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

The childminder has a clear understanding of safeguarding issues. She is aware of the possible signs and symptoms that might indicate a safeguarding concern and the procedures to follow in seeking guidance and reporting her concerns. Furthermore, she has gathered relevant literature to refer to when dealing with possible safeguarding issues. The childminder understands of her role in promoting the safety and welfare of the children. However, she has failed to keep her first aid qualification up to date. This is a breach of a legal requirement. Also, the childminder does not meet the requirements of the compulsory part of the Childcare Register. The childminder has however, booked to attend training and has minimised the impact to children by liaising with other newly trained childminder to gain an understanding of any changes to first aid practise.

The childminder completes effective risk assessments in each area of her home, to identify and minimise potential hazards to children. The childminder is enthusiastic and committed to improving the service she offers to children and parents. She uses self-evaluation as a means of reflecting on her practice and identifying areas that she would like to develop. The childminder has positive relationships with parents. There is a good two-way flow of information established from when children first start. For example, the childminder shares lots of information with parents via a dedicated information area and encourages parents to regularly share information about their children. As a result, she is effectively able to meet the individual needs of children in her care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that an appropriate first aid qualification is in place (compulsory part of the Childcare Register).

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	EY309616
Local authority	Kensington & Chelsea
Inspection number	847478
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	19/05/2009
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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