

Inspection date	02/08/2013
Previous inspection date	25/01/2012

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		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 and settled in this environment, and have developed secure relationships with the childminder and her family.
- There is a sufficient range of equipment, toys and resources to support children's learning and development.
- The childminder provides children with a balance of activities and outings that promote all areas of learning and, as a result, children make sound progress.

It is not yet good because

- The childminder does not always rigorously use risk assessments to identify and address potential risks to children to keep them safe, which is a breach of a legal requirement.
- Although books are easily accessible on low-level shelves, some toys are all mixed together which makes it difficult for children to select them and develop their independence during play.
- There are limited resources that represent positive images of all people including those with disabilities to help children learn about diversity.

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 spent time observing the childminder and the children she was caring for during play and care routines.
- The inspector sampled a range of documentation including policies and procedures and children's records.
- The inspector read letters and thank you cards from parents and took account of their views.
- The inspector and childminder conducted a tour of the premises.

Inspector

Marcia Robinson

Full Report

Information about the setting

The childminder registered in 2007. She lives with her school age child in Shepherds Bush in the London Borough of Hammersmith and Fulham. The majority of the lower ground floor flat is used for childminding, except for two bedrooms. There is no access to an outdoor area but children are regularly taken to the local park. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has one child on roll in the early years age range. The childminder supports children who speak languages other than English.

What the setting needs to do to improve further

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

- review risk assessments regularly to make sure any aspects of the environment that need to be checked on a regular basis are identified.

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

- increase opportunities for children to choose their own resources independently from the full range of play materials available
- support children's understanding of diversity by extending the range of books and resources which represent positive images of all people including those with disabilities.

Inspection judgements

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

The childminder supports children's learning well. She provides a good balance of learning opportunities across the seven areas of learning. This includes time for free play in the home, adult-led activities and outings in the local community. As a result, children are making good progress in their learning and reach the expected levels of development. The childminder uses assessments and observations to guide her in understanding children's learning styles, interests and level of achievement. Each child has an individual learning journey, which the childminder uses to help track children's development and plan for their next steps in their learning. The childminder identifies children's starting points in collaboration with parents, which helps ensure that she knows children well and effectively

meets their individual needs. The childminder keeps parents well informed. She talks to them every day and relays messages about their children's day at school. The childminder shares her written record with parents, which includes her observations, photographs and details of activities and routines. This encourages parents to share what they know about their children's development at home.

Children learn useful skills and attitudes that prepare them well for the next stage of learning, such as learning to dress themselves, washing their hands, making choices and listening to instructions. The childminder demonstrates a competent understanding of how to support children's learning so they are interested in the activities provided and are motivated to learn. She promotes children's language skills well as she talks to them about their day at school or she encourages them to join in conversations by asking relevant questions. For example questions relating to their interest in tadpoles, which encourage children to share their ideas and extend their thinking. The childminder makes sure she is familiar with any specific teaching methods adopted by the school, such as for numeracy or reading to support continuity in children's learning.

Children develop their love of books through daily story times and by talking about their interests in the reading books they have brought home from school. In addition, they access a good range of easily accessible books in the home and they regularly visit the library to select from a wider range, which supports their literacy skills. The childminder uses some good techniques such as flash cards as a prime approach to aid children's communication, language and literacy skills. This is in relation to sounding out letters and words in support of children's growing understanding of the different voice sounds. The childminder effectively uses everyday situations well to help children learn about shape, space and number. Children demonstrate their counting skills as they count the numbers of tadpoles they see in the tank kept in the childminder's home. They extend their learning as the childminder challenges their understanding by asking them to compare this to the number and size of the tadpoles they previously saw. The childminder takes full advantage of her location and regularly visits local landmarks and places of interest, such as museums, nature reserves and parks. This helps children to develop their knowledge of their local community. Overall, children have some generally good opportunities to learn about diversity through some resources, discussions and celebrating various religious and cultural celebrations such as Chinese New Year. However, resources that represent positive images of all people including those with disabilities are limited. Consequently, children have fewer opportunities to learn about the world around them.

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

Children separate from their main carer with ease because they have developed a bond with the childminder and her family, which helps them to feel secure and settled. A suitable settling-in process enables the childminder to get to know children and parents, and ensures that trusting and secure relationships are formed between everyone involved. This ensures that every child's care is tailored to meet their individual needs, which supports their emotional and physical well-being. Time and care is taken to ensure the childminder has useful words and phrases in a child's home language, which is used and

valued within the home. Overall, the childminder has a sufficient range of quality resources and she makes sure a variety of activities are available each day for children to play with. However, some of the play materials are all mixed together in storage boxes which make it difficult for children to select specific items easily. This means children are not able to be as independent as possible when developing their play. Children are however, encouraged to become independent through making choices about the foods they eat, feeding and taking themselves to the toilet. This helps them develop their own personal needs and prepares them well for their next stage of learning. A suitable behaviour policy is in place and the childminder works closely with the parents to ensure that the management of behaviour is consistent between the home and the setting. As a result, children behave well and have formed good friendships with each other. They learn about sharing and turn taking by being cared for alongside the childminder's own children.

The childminder routinely conducts risk assessments on the premises and when she takes children on outings to help keep them safe. Overall, the risk assessments are used appropriately but they are not always used rigorously to identify all potential risks, such as the storage cupboards containing hazardous items, which are accessible to children in the living room and hallway. This is a breach of a safeguarding and welfare requirement of the Early Years Foundation Stage and of a requirement of the Childcare Register. However, due to the childminder's good supervision of the children, the risk to their safety and welfare is limited. Other aspects of children's health, safety and well-being are suitably promoted.

The childminder encourages children to adopt healthy lifestyles through the provision of nutritious foods, regular drinks and exercise. The good health of children is further supported by the childminder as they enjoy regular outdoor activities, and walk to and from school each day. They often stop at the park where they participate in challenging activities on the various apparatus, such as climbing frames and slides. This allows children to benefit from plenty of fresh air and physical exercise. On outings, children are kept safe as the childminder considers their safety well. For example, she talks to children about road safety procedures such as the 'green cross code' and before going out she reminds them to hold hands and the reason why they must walk on the inside of the pavement. They also take part in regular fire drills so that everyone knows what to do in an emergency. These experiences help children become aware of their own safety.

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

The childminder understands her responsibility to safeguard children and promote their welfare, overall. She has a sufficient awareness of child protection issues, including the reporting procedures to follow if there are concerns about a child's well-being. She shares her written policies and procedures with parents and uses these to guide her in practice. The childminder takes satisfactory steps to protect children from harm when they are on her premises and for any outings she undertakes. The childminder maintains and stores documentation appropriately, such as children's attendance and accident records, thus promoting children's welfare.

Partnerships with parents are sound. The childminder regularly exchanges information about children's welfare and experiences in a number of ways. These include daily discussion and through the sending of text messages and pictures of their children as they play. Parental feedback is positive and reflects gratitude for the service the childminder provides. Parents have access to the childminder's information folder, which informs them about her provision. They also sign to say they have received and understood the range of policies provided.

The childminder has built suitable links with other early years settings that children attend to support and extend their learning in the setting. She demonstrates a positive attitude to further improve the quality of her provision. The childminder maintains some input from her local authority development worker and links with other childminders to share ideas. She has attended relevant training courses in relation to the Early Years Foundation Stage and has appropriately addressed the recommendations raised at her last inspection. The childminder has reflected on her practice to complete a self-evaluation of her setting. Consequently, she is keen to develop her service, in particular to make the garden safe for children to use and to update her safeguarding training. Overall, the childminder demonstrates a sound capacity to maintain continuous improvement and improve the outcomes for children.

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:

- ensure that all necessary measures are taken to minimise any identified risks to the children (compulsory part of the Childcare Register).
- ensure that all necessary measures are taken to minimise any identified risks to the children (voluntary 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	EY359470
Local authority	Hammersmith & Fulham
Inspection number	924253
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	25/01/2012
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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