

Inspection date	05/09/2013
Previous inspection date	05/02/2009

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

The quality and standards of the early years provision

This provision is good

- The childminder has a good understanding of how children learn, enabling her to plan effectively to meet each child's needs
- The childminder provides stimulating experiences to support children's development in their learning and development
- Children are very happy and settled as they share positive relationships with the childminder which enable them to feel secure and develop a sense of belonging
- Positive partnership working with parents provides good continuity of care.

It is not yet outstanding because

- There is scope to develop opportunities for children to recognise familiar text, such as, labels on resources and familiar objects to increase children's understanding that text has meaning.

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 children in play both indoors and outside and during meal time.
- The inspector viewed a selection of documentation regarding children's development and welfare.
- The inspector talked with the childminder during appropriate times during the inspection regarding the care and educational programmes provided.

Inspector

Deborah Orchard

Full Report

Information about the setting

The childminder registered in 2007. She lives with her husband and four school aged children in North Kensington in the Royal Borough of Kensington and Chelsea. The whole of the house is used for childminding and there is a fully enclosed and covered garden for outside play. The childminder sometimes works with an assistant. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There is currently one child on roll in the early year's age group. The childminder walks to local schools to take and collect children. The childminder attends the local leisure centres and drop in groups. The family has pet rabbits. The childminder has a Cache Certificate in Care and Education and is currently studying towards an Early Years degree. The childminder is fluent in Russian, Mongolian and English.

What the setting needs to do to improve further

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

- extend the programme for children's literacy development by providing more opportunities to see print in the home environment in order to help children gain pre reading skills in preparation for the next stage in their learning.

Inspection judgements

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

Children are able to make good progress in all areas of their learning and development in relation to their starting points, as the childminder has a very good understanding of the Early Year's Foundation Stage framework. The childminder supports children's learning effectively. She finds out about the children through discussions with parents and observes children during play to support her in planning for the next stage in their learning. The childminder completes progress checks with parents for two-year olds and involves parents in their child's learning and development. Children benefit from the stimulating resources and experiences the childminder provides, enabling them to spend their time purposefully, engaging in meaningful play. The childminder provides many opportunities for children to explore their own ideas, effectively extending their learning through supportive discussions and open questions. Children learn about colour and size as they play with construction toys. The childminder listens to children and asks questions, which supports children's language and thinking skills; talking to children about different shapes as they build blocks to make houses, for example. The childminder extends children's interest in toy vehicles, by providing a range of diggers and cars in the garden

area, she extends their knowledge through discussions about how these work.

Children enjoy regular trips to the library, where they participate in rhyme and story time and select books. The childminder further encourages children's interest in books by providing a good selection of age appropriate books within her home, which supports their literacy skills. Although, there is scope to develop the use of labelling of resources, to help children in being able to recognise familiar words and objects in the home. Children develop mark-making skills, drawing on the white board and develop their fine muscle movements using pencils to draw around their hands.

Children's imaginative ideas are developing well as they participate in role-play. The childminder engages with children as they pretend to make her tea. Children have fun blowing bubbles; the childminder extends their knowledge by showing them the colours reflecting in these. This helps develop their skills for the future. Children explore textures during sand and water play. They develop mathematical skills, learning about quantity and measure as they fill and empty containers and count during play. Children are developing an understanding of the world. They talk about what lives in the sea and play with toy sea creatures in the water tray. Children explore technology as they operate programmable toys and instruments. They learn about position and develop their large muscle movements as they manoeuvre the battery-powered bikes. Children learn to care for living things, whilst caring for the pet rabbits and studying mini beasts.

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

Children are very happy and secure in the childminders care. She knows the children well, enabling her to provide a very good service to meet their needs. Children behave well as they receive lots of praise and encouragement, enabling them to feel good about themselves and develop self esteem. They learn to respect themselves and value others through discussions about beliefs. Children are developing confidence as they have a real sense of belonging in the childminders home, as she is friendly and engaging in her approach. Children develop confidence in different situations as they regularly visit groups and socialise with other children. They confidently talk about what they need, telling the childminder what they would like to do. The childminder responds positively to their requests. Children receive support in transitions; they make regular visits to school, talk and look at books about moving on to school and nursery. This helps to develop their understanding of changes and prepare them for school.

Children develop a good understanding of healthy lifestyles as they play in a clean environment. They enjoy lots of outdoor play, exercising their bodies using play apparatus in the park and garden. They enjoy healthy snacks of fruit and water and talk about foods, which are nutritious. Parents currently provide food, which is stored and served appropriately. The childminder is aware of children's individual dietary requirements and respects these. Children are developing their independence with hand washing, using a small step to reach the sink. Children learn how to stay safe through road safety discussions and participating in regular evacuation procedures. They learn how to keep safe around the pet rabbits and to clean their hands if they touch animals. They are able

to play with a good range of resources, which positively reflect diversity .These are stored within the children's reach and kept clean.

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

The childminder has a secure understanding of safeguarding issues and has a good awareness of the process to follow to protect children from harm. The childminder has attended safeguarding training to support her in being able to recognise any signs and symptoms regarding child protection issues and has the required contact details, if she were to have any concerns. The childminder is vigilant in her supervision of children in her care and makes sure children are not left alone, with anyone unchecked, to protect children's welfare. The childminder maintains the required paperwork to support her in effectively meeting the children's individual needs. A comprehensive range of policies and procedures are shared with parents and underpin her daily practice.

The childminder has a very professional approach to childminding. Her clear understanding of the learning and development requirements enables her to provide a stimulating and well resourced environment and to monitor children's progress effectively. The childminder regularly reviews the children's development plans to make sure children have sufficient challenge and interest and to identify any gaps in their learning, so any issues are quickly addressed. The childminder completes progress checks with parents for two-year olds and involves parents in their child's learning and development. She regularly self-evaluates her service, seeking the views of parents and children to make further improvements. In addition, the childminder uses feedback from other providers to help her in being able to recognise her key strengths and areas for future development. The childminder regularly attends relevant training to enhance her knowledge. She has addressed the recommendations raised at the previous inspection, demonstrating her capacity to make on going improvements.

The childminder effectively organises her home to enable children to play safely both inside and outdoors. Free-flow to the outside area means children can move freely and choose where they play. She regularly risk assesses all areas used by children. This means she is able to quickly identify and reduce any potential hazards and this protects children's welfare.

The childminder shares positive relationships with parents. She encourages a settling in period when children start, which helps children and parents to feel comfortable in her home. The childminder provides comprehensive information for parents about the service she provides. Regular discussions about all aspects of the children's learning and development supports parental involvement in all aspects of their child's care. It also helps parents to be able to share their knowledge of their child. The childminder establishes good links with other settings where children attend, which supports good continuity of care .The childminder understands the importance of working with other professionals to provide support for children if the need arises. She is aware of how to support parents in accessing services when a child may need extra support to close any gaps in their

learning.

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 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	EY350304
Local authority	Kensington & Chelsea
Inspection number	837893
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	05/02/2009
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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