

Inspection date

Previous inspection date

18/11/2013

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 requires improvement

- The childminder compliments children's learning by visiting local toddler groups.
- The childminder effectively promotes children's physical development.
- Parents are well informed about children's care and the childminder's policies.
- The childminder uses observations to assess children's progress.
- Children feel emotionally secure with the childminder.

It is not yet good because

- Areas of the home are not as safe as they could be.
- The childminder does not always use observations to plan future activities and does not always use effective strategies to promote children's language skills.
- The childminder does not always enable younger children to learn about sharing, in a way they understand.
- There are few resources that positively reflect diversity to help children understand and respect differences.
- Partnerships with parents and others involved in children's learning are not yet fully established to provide a shared approach.

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 carried out observations of the childminder and children engaged in activities in the home.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to the children and the childminder's practice.
- The inspector looked at written references provided by parents.

Inspector

Samantha Smith

Full report

Information about the setting

The childminder registered in 2013. She lives with her two school aged children, one of whom is under eight, in the London Borough of Westminster. Edgware Road underground station is nearby. The childminder's home is on the third floor and is accessible by stairs. There is no lift. All areas of the home are used for childminding.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is a member of the Professional Association for Childcare and Early Years (PACEY). There are currently three children on roll, all of whom are in the Early Years age range and attend on a part-time basis. The childminder offers care for children from Monday to Friday from 8am to 6pm.

What the setting needs to do to improve further

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

- review the risk assessment to include any potential hazards that a child may come in contact with, with particular regard to the broken sink in the bathroom.
- improve the quality of teaching by using observations consistently to plan activities, and by using a variety of communicating strategies, including singing, reading aloud, building sentences and introducing new vocabulary.

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

- improve partnerships with parents, and others involved in the children's learning to share their progress and enable learning to continue at home
- help younger children to learn that some things are theirs, some things are shared, and some things belong to other people.
- provide resources that promote children's understanding about their own and other cultures through their play experiences.

Inspection judgements

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

The childminder has a sound understanding of her role in supporting children's learning and she is beginning to develop her practice in this. She has started using observation of children to highlight their stages of development and uses relevant guidance to support her in this. However, she does not always use her observations to plan activities to promote children's future development. The childminder is aware of the progress check for children aged two, and is in the process of gathering information to support her completing this for the two-year-olds in her care.

The learning environment provides resources to support children's learning and to compliment this the childminder takes children to various playgroups, where they engage in range of other activities. Children are beginning to show interest in their learning as they move around the play area exploring the resources available. They show a keen interest in these as explore and experiment with the different musical instruments. The childminder encourages children to use their imagination, and they enjoy dressing up. Children are developing their fine motor skills as the childminder provides them with a variety of tools with play dough. She promotes their physical development well as they knead and manipulate the play dough using increasing dexterity. The children are learning English as an additional language and the childminder speaks to them in their home language, as well as in English. However, she is not as confident in helping children to develop their language and communication in English. For example, her questioning techniques do not encourage children to respond with more than one word answers and story times are not planned to encourage children to repeat simple phrases. In addition, the learning environment does not reflect children's backgrounds. There are few resources that reflect cultural differences to encourage children to learn about the world around them.

The childminder keeps parents regularly updated about their children's progress through daily discussions and she has created a learning journey for each child to share with parents. However, she has not yet developed systems to encourage them to extend their children's learning at home.

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

Children are settling well in the childminder's care as they beginning to establish positive relationships with her. They confidently approach her for help and reassurance whilst engaged in play and they generally respond to her request well. The childminder uses information gathered from parents at the beginning of their child's placement to support her in meeting their individual care needs.

The childminder helps children to gain future skills as they develop suitable hygiene practices, by encouraging them to wash their hands appropriately throughout the day. On the whole, the play environment is suitably maintained and the childminder promotes children's safety. However, the bathroom sink where children wash their hands is broken and has not been made safe. However, the childminder ensures that children are appropriately supervised at all times and accompanies children to the bathroom.

Overall children behave well and the childminder demonstrates that she has suitable strategies in place for managing their behaviour. However, she does not always help younger children to share, using strategies they can understand.

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

The childminder is recently registered. She demonstrates a sound understanding of the safeguarding and welfare requirements. Overall, she is managing her setting reasonably well and is becoming confident in her work. She has developed a suitable range of policies and procedures to underpin her practice. These are shared with parents so they are aware of the childminder's responsibilities.

The childminder has a suitable awareness of safeguarding issues and is able to recognise signs and symptoms that may cause concern. She is aware of the relevant agencies to report any concerns. The childminder supervises children appropriately and she offers appropriate guidance and support as they learn to manage risks for themselves. However, the childminder has not taken all the necessary measures to minimise any potential hazards, because the sink children use to wash their hands is broken. Consequently, she is not meeting the requirements of the Early Years Register and the Childcare Register.

The childminder demonstrates that she has a suitable understanding of her role in supporting children's learning and is developing her practice in this. She is beginning to observe children and highlight their achievements, although she does not always use these to plan future targets to move children on in their learning. The childminder has established positive working relations with parents, she provides them with information about her provision and she gives them with daily feedback about their children. However, she has not yet developed ways to encourage them to contribute towards their children's learning at home.

The childminder has established suitable working partnerships with her local authority early years team, who are supporting her in building her practice. However, she has not yet established links with the other settings that children attend. The childminder demonstrates a reasonable capacity to improve. She has begun to evaluate her practice and she acknowledges that there is room for improvement and she is keen to continue working with the local authority to improve the quality of her provision.

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:

- review the risk assessment of the premises and equipment to ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- review the risk assessment of the premises and equipment to ensure that all necessary measures are taken to minimise any identified risks (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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY462334
Local authority	Westminster
Inspection number	916557
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
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, 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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