

Inspection date	27/02/2014
Previous inspection date	29/10/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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 engages in regular conversation with children giving them time and opportunity to respond and listening carefully to what they are trying to say.
- The childminder and her assistant provide a warm and welcoming environment, which makes children feel secure while in their care.
- The childminder is keen to update her knowledge and skills and she completes regular training to help her to improve her provision for children.

It is not yet good because

- The childminder's process of observation and assessment does not identify how she is going to implement activities to support children's individual developmental needs, using their interests to inform planning.
- The range of activities does not include a balance of adult and child-led purposeful play to support all areas of learning.
- The childminder's self-evaluation is not fully effective and she does not clearly pinpoint all weaknesses in practice to identify where further improvement is required.

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 childminder and the assistant with the children.
- The inspector sampled documentation including the register of attendance and risk assessments.
- The inspector gained the views of parents by speaking to them.

Inspector

Maria Conroy

Full report

Information about the setting

The childminder registered in 1998. She lives with her husband and adult child. The family live in North Kensington in the Royal Borough of Kensington & Chelsea in London. The whole of the lower ground floor flat except one bedroom is used for childminding, which is accessible down one flight of stairs. There is a fully enclosed garden for outside play and children are regularly taken to the local parks. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is currently one child in the early years age range on roll. The childminder works with one assistant.

What the setting needs to do to improve further

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

- improve the process of observation, to support and inform planning and organisation of activities to provide interesting and challenging experiences across all areas of learning, based on children's interests, stages of development and differing styles of learning
- improve the range of purposeful stimulating play through a balance of both adult and child led activities, to support all areas of development.

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

- update the systems for self-evaluation to clearly identify specific areas for development that foster a culture of continuous improvement to ensure all requirements, and the needs of children are met at all times.

Inspection judgements

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

The childminder has a sufficient understanding of the learning and development requirements and is in the early stages of implementing systems for observation and assessment. She has begun to use the process of observation to identify what children like to do. However the childminder does not use this information effectively to plan and provide challenging activities that engage and interest children. Therefore, children spend very little time with the toys provided and choose to explore other areas within the room. For example behind the sofa and spending time wandering around rather than engaging in purposeful play. The childminder is aware of the required progress check to be completed

for children aged between two- and three-years-old, which will help her to identify progress they have made and intends to do this when the children she cares for reach that age.

The childminder effectively supports children's communication skills. She consistently engages in conversation with children enabling them to match words to actions and pictures. For example, when she speaks to children she makes eye contact with them and provides time for them to listen to what she says. Young children confidently babble and smile in response to the conversations she holds with them. Children enjoy snuggling up to the childminder for cuddles while they explore books; they look at the pictures and eagerly turn the pages as the childminder talks about what they see. This helps promote and support their language and literacy skills and increase their vocabulary.

The partnerships of working with parents are developing. For example, the childminder and parents share a daily diary; this, along with regular verbal communication, helps provide continuity of care. Parents say they are happy with the care provided and they like the fact she has an assistant to support her and they feel reassured. Parents feel well informed about the childminder's practices, the role of the assistant and the care provided for the children. They comment how they feel the childminder and her assistant are affectionate towards their children.

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

Children are beginning to form trusting relationships with the childminder and her assistant due to the effective settling-in procedures, which helps them to feel reassured and secure. The childminder provides cuddles and lots of reassuring conversation. This enables children to feel safe and happy in their environment. The childminder supervises the children well, for example, when children go into the bathroom to wash their hands and have their nappy changed. The childminder undertakes fire drills with children and they are strapped into the buggy when travelling to the park. This enables them to understand how to keep themselves safe.

Children are encouraged to have a healthy lifestyle. Children are provided with healthy fruit snacks and drinking water in appropriate cups and beakers. The childminder takes them to local parks, where they can access equipment that is appropriate to their age, which helps to support their physical development. The childminder promotes children's well-being through appropriate hygiene procedures. For example, she wears gloves to change children's nappies in a comfortable environment and undertakes regular checks making sure that children are changed when required for their comfort.

The areas used by the children are hygienically clean and tidy. There is space for children to move around freely, and the hallway is an additional space, which children can also use for play. However, the childminder does not plan effectively to make good use of the resources, to provide a stimulating environment, which prevents good quality learning. There is a small selection of toys, for example, art and craft materials, bricks, role-play, and books. In addition, there are some larger outdoor resources, such as rockers and a

slide. There is suitable equipment in place to enable children to rest and eat comfortably, for example a travel cot, small table and chairs and a high chair for younger children. Children are encouraged to behave well. The childminder and her assistant are good role models, and they speak gently to the children and encourage good manners.

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

The childminder has a satisfactory knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. There are suitable systems in place for undertaking risk assessments, which enables the childminder to put preventative measures in place, to protect children and keep them safe. For example, risk assessments are undertaken on the outings children participate in and consent is obtained from parents. When using all areas of the premises including the garden the childminder supervises the children at all times. The childminder implements the policies and procedures she has in place; for example the no smoking policy confirms that the areas used by the children must remain smoke free. The childminder has recently renewed her knowledge and understanding of safeguarding by completing a training course, she has also booked on to a further advanced course to support her professional development. The childminder obtains information about children's personal details and their individual needs when they start. This includes an all about me form, enabling her to find out more about the child's likes and dislikes and provide for their specific needs. The Ofsted parents' poster is displayed prominently on the notice board giving details of the regulator, should parents wish to make a complaint, along with other legal documentation, making them accessible to parents.

The childminder aspires to make improvements to the service provided and outcomes for children. She has completed a number of online courses to update her skills and knowledge, for example, food hygiene, child protection, and equalities. The childminder has a number of written policies and procedures in place, to help support her practice and care of the children. She is in the process of updating these following her recent return to childminding after a short break. Consequently, her self-evaluation is not up to date and therefore the childminder has not fully identified weaknesses in the learning and development provision. The childminder seeks parents' views both verbally on a daily basis and through means of a questionnaire, which helps her to identify areas for improvement.

The childminder is continuing to develop the partnership with parents. She maintains a daily diary of what children have done during the day and shares her policies and procedures with parents to keep them informed on her practices. She speaks to parents on a daily basis to find out how the children have been at home, giving her feedback on how they have been when they are not with her. This will help to support the childminder in planning for individual children.

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	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	105772
Local authority	Kensington & Chelsea
Inspection number	955738
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	29/10/2010
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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