

Inspection date	24/04/2014
Previous inspection date	29/06/2011

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

- The childminder has a secure recording system in place for observing and assessing children's development and this helps support their ongoing learning.
- The childminder provides a nurturing and loving environment for young children to ensure they develop secure emotional attachments.
- The childminder works well with parents. She recognises how to support them and is flexible in her childcare arrangements to accommodate parents working hours.

It is not yet good because

- The childminder failed to notify Ofsted of a significant event occurring within her home and this is a breach of conditions.
- The childminder has not considered providing a range of natural materials or everyday items to support young children's exploration and curiosity.
- A system of self-evaluation has not been established to identify strengths and set challenging targets for improvement.

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 completed observations with the childminder and the minded children in the kitchen/dining room.
- The inspector spoke with the childminder at appropriate times throughout the inspection about the systems she has in place for observation, assessment and planning.
- The inspector sampled documentation the childminder uses to support her practices.
- The inspector discussed self-evaluation with the childminder.

Inspector

Jennifer Devine

Full report

Information about the setting

The childminder registered in 1997. She lives in a ground floor flat in North Kensington in the London Borough of Kensington and Chelsea. The childminder uses mainly the kitchen-diner room for childminding. There is no garden but the childminder takes children out daily to local parks for physical play. She is currently minding four children, of whom three are in the early year's age range and one is in the later year's age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- provide a range of everyday objects or natural materials for babies to explore, investigate and develop their senses
- develop a rigorous system for self-evaluation to identify strengths and areas to further develop.

Inspection judgements

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

The childminder has a secure understanding of the learning and development requirements and this enables her to provide a stimulating environment, which covers all areas of learning. She completes regular observations on the children's development, which supports her in identifying children's needs and their next steps for learning. The childminder provides a varied and interesting range of activities and play experiences that engage children's interest and enjoyment. This results in children making good progress in all areas of their development.

The childminder meets young children's needs well as she provides lots of reassurance, and as a result, they develop their confidence to explore their surroundings. The childminder provides appropriate aged resources for young babies to develop their early curiosity. As they lie on the mat, they reach out for toys and hold them in their hands exploring them. However, the childminder has not considered providing a range of natural resources or everyday items to support young babies' exploration using all of their senses. The childminder is aware of the importance of communication in everything she does with the children, and constantly models and describes actions as children play. She uses clear speech to encourage young babies to copy and begin to babble. The childminder shows a good awareness of developing children's love of books and ensures that the very first baby

books or simple stories are accessible and spends time sharing these books with the children. The childminder also shows an awareness of planning activities to support children's readiness for school. Children enjoy many writing activities where they are learning to hold a pen correctly as they make marks on the paper. In addition children really enjoy simple matching games where they concentrate for long periods of time developing their observational skills as they match up exotic fruits.

The childminder ensures she has useful information from parents about children's starting points and routines to support the settling-in process. This enables her to settle the children well and involve parents in their children's learning. She provides verbal feedback and shares her observations with parents to ensure they are aware of their child's day and progress.

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

Young children are settled and content with the childminder due to her providing a loving and caring environment to meet their individual care needs. She offers lots of reassurance and cuddles throughout the day, which supports children's emotional security and attachment. The childminder ensures she plans regular experiences out of the home to help support children in developing their confidence in social situations. Children's behaviour is age appropriate and the childminder has effective strategies in place to deal with any issues as children become older and develop.

Overall, the childminder provides a well-resourced, stimulating home environment where children can easily access toys as they are stored at a child's height. This encourages children to make choices and use equipment in different ways. Although the childminder does not have access to a garden, she ensures children go out daily to different parks for physical play and exercise.

Children's individual dietary needs are well known. The childminder has an understanding of nutrition and the requirements of a varied, healthy and balanced diet. She provides healthy snacks of fruit, drinks and a freshly cooked midday meal. She encourages children to sit at the table for their meals. This helps young children to develop their awareness of being safe whilst eating, and promotes a social time, developing their personal, social and emotional skills.

Overall the childminder has firm understanding of ensuring children's safety is secure. However she failed to inform Ofsted of a significant event occurring in the home and this could have an impact on children's safety. Nonetheless, all relevant safety equipment is in place to help the childminder keep children safe and no hazards are accessible to the children. The childminder routinely practises emergency evacuation procedures so the children learn how to leave the flat in the event of a fire. The childminder also carries out daily visual checks to make sure the home and venues she takes children to are safe for them. Children develop an understanding of risk because the childminder role models the importance of tidy up time to ensure there are not too many toys left out to prevent

anyone tripping over.

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

This inspection was brought forward by Ofsted as the childminder had failed to inform them of a significant event occurring within the home. This is a breach of the welfare requirements of the Statutory Framework for the Early Years Foundation Stage. However Ofsted does not intend to take further action regarding this breach on this occasion. The childminder is now clear of her responsibility to inform Ofsted of any significant events.

Arrangements in place for safeguarding children are sound and the childminder is aware of the child protection procedures to follow if she has a concern about children in her care. In addition she is aware of ensuring any adults who visit the home are suitable to do so. This helps the childminder to keep children safe. All required documentation for the safe management of the childminder's provision and written permission forms in relation to the childcare arrangements are in place and appropriately maintained. The childminder holds a current paediatric first aid certificate, which supports her understanding of dealing with minor injuries children sustain to support their well-being.

The childminder has strengthened her understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She has attended further training to support her learning and now has a secure knowledge of how to observe and assess children's development. The childminder does not use self-evaluation effectively to fully identify her strengths or set challenging targets for improvement. Nevertheless the childminder keeps updated by meeting other childminders and having discussions on practice issues in childminding groups.

The childminder demonstrates a strong awareness of the importance of partnership working to promote consistency. She has regular discussions with parents and the local nursery school children attend, to share information about children's care and learning. This helps her to provide appropriate support and prepare children for the next stage in their learning, such as going to school. In addition the childminder works with other professionals and attends progress meetings to enable her to have a good overview of individual children's needs.

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	105798
Local authority	Kensington & Chelsea
Inspection number	939808
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	29/06/2011
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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