

<b>Inspection date</b>	23/06/2014
Previous inspection date	18/06/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

### **The quality and standards of the early years provision**

#### **This provision is outstanding**

- Monitoring of all aspects of the childminder's practice is robust, leading to excellent provision. The childminder is highly enthusiastic about her work and has a strong ethos of continual professional development, in order to enhance her practice with children.
- Children enjoy a wealth of exciting and innovative experiences to support their learning and development. The childminder uses observation and assessment extremely well to precisely identify children's individual next steps of learning and plans activities to support them to achieve exceptionally well.
- All children attending show that they are very happy and confident in the childminder's home. They make independent choices about their play and activities and they thoroughly enjoy the childminder's highly positive interaction with them.
- The childminder has an excellent understanding of the requirements of the Early Years Foundation Stage and consequently all children are well cared for and make rapid progress in their learning and development
- The childminder consistently manages to promote children's emotional security and learning well, demonstrating a very strong understanding of how children learn best when they feel secure.

## 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 spoke with the childminder and children at appropriate times throughout the observations. The inspector looked at children's assessment records and planning documentation.
- The childminder was interviewed to ascertain her knowledge of areas, such as, safeguarding and individual children's learning.
- The views of parents were considered through a review of their written comment and questionnaire responses.

## Inspector

Sharon Henry

## Full report

### Information about the setting

The childminder registered in 2004. She lives with her husband and four children in the Lisson Grove area, in the London Borough of Westminster. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has four children on roll, all of whom are in the early years age range. Some of whom attend part time. The childminder holds a Bachelor of Arts in Early Years qualification.

### What the setting needs to do to improve further

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

- continue to develop the already excellent partnership working with all provisions children attend, in order to further enhance the continuity in their learning experiences.

### Inspection judgements

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

The childminder meets children's needs extremely well. She has an expert knowledge of how children learn. She uses accurate and precise assessments of children's development to plan engaging activities that capture children's interests and imaginations. She monitors children's progress closely, enabling her to quickly identify any gaps in their learning and provide additional support as needed. The childminder completes the progress check for two-year-old children, using information from her ongoing observations to ensure it is an accurate record. The childminder has an in-depth knowledge of children's preferences, interests and learning needs and uses this well to help children make rapid progress in all aspects of their learning and development.

Children thrive in the stimulating and welcoming family home. The childminder offers children a rich and varied range of experiences that covers all aspects of their learning and development. The childminder is sensitive in her approach. She makes the very best of each and every learning opportunity throughout the day, whether it is a planned activity or routine event.

The childminder provides a secure and safe environment where children are keen to explore and investigate. She gently increases the challenge for children as they play, which enables them to build on what they already know and can do. This means that all children are prepared exceptionally well for the next stage in their learning. Children are interested and excited due to the high quality interaction they receive from the childminder.

The childminder uses a range of excellent teaching methods to secure young children's good progress in communication and language. For instance, she makes use of a tape recorder to record children's voices. The childminder plays back the recording so children can hear their own voice and gain confidence in their speaking, additionally she uses a range of language programmes, such as, using a system to support children's English development via signing to further support children's communication skills. The childminder is particularly effective in supporting children's pronunciation, promoting their self-esteem as they take pride in their achievements as they become increasingly skilled at talking, communicating, listening and learning new words. With a high priority on communication and language, physical development, and personal, social and emotional development, all children are making excellent progress from their initial developmental assessments.

Children with additional needs are extremely well supported within the setting as the childminder successfully creates an inclusive environment that takes into account the individual needs of all the children attending. For example, through the well thought out literature the childminder provides to the children they are learning about disability.

Children particularly enjoy looking at books and having stories read to them by the childminder. She uses these opportunities to extend children's vocabulary asking them questions and introducing new words. This is complimented with trips to the local library. Children use their imagination very well through role play activities and develop their creativity as they access media such as paint, sand, 'gloop', and play dough. They use resources, such as, play phones and cameras, as well as simple computer programs, so becoming familiar with everyday technology. Children use a wide variety of interesting materials and resources to express their own creative ideas. For example, exploring the textures and properties of different types of paper and collage materials, or investigating the different sounds made by a range of musical instruments. The childminder actively helps children understand and respect people's different needs, cultures and beliefs through first hand experiences, such as celebrating different festivals and the use of a variety of books and play materials. Young children learn to explore and investigate similarities and differences in the natural world as they participate in themes about growing and then discuss the process. For example, the part that water and sunshine contribute towards plants growing over a period of time.

Through a good balance of baking and cooking activities children are able to develop their skills and knowledge in number, capacity and volume. For example, as they weigh ingredients and follow recipes, including talking about time and how long cakes take to cook.

The childminder works very hard to support children to make rapid progress in their personal, social and emotional development. She enables them to work together and actively helps them to learn to share and to think of others. They learn about manners and are very enthusiastic when tidying up when they have finished playing.

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

Children benefit from exceptional one-to-one attention from the childminder. As a result, the childminder has very high expectations of the children. She uses exceptional interaction, questioning and high quality support and encouragement, tailored to children's needs. This fosters children's enthusiasm for learning extremely well, encouraging them to initiate and engage in meaningful conversations.

Children who have English as an additional language are making good progress as a result of the childminders positive approach to her practice and their learning. She has learned words, such as, 'hello', 'mum' and 'dad', which she incorporates into her discussions with the children and parents. Additionally she has purchased an interaction book that has familiar pictures relating to the children, this is then supported with their home language. Consequently, all children's backgrounds are valued and well represented within the setting.

Outcomes for children are consistently promoted by the childminder. Children are very happy as they make choices, use their imaginations and take part in conversations. They freely explore all spaces and show a passion for play and learning. Children enjoy a very close and secure relationship with the childminder. This forms a firm basis for their all round development as it promotes excellent communication, self-esteem and the willingness to make decisions.

The childminder manages children's behaviour well. She acts as an excellent role model. She talks to children about why their behaviour is unacceptable and the possible consequence at a level that is appropriate to their age and stage of development. The childminder reinforces her 'house rules' which are displayed in both play rooms. She has also made these in a visual or so that all children will understand these. For example, there is a poster showed pictures of children sharing and talking instead of hitting. The childminder promotes good behaviour by building children's self-esteem with praise and encouragement. She also makes an effort to tell parents, in front of their children, as this will make them feel good about themselves.

Children have a very good understanding of healthy lifestyles and choices as they relish engaging in physical activity. In addition children respond very well to challenge and the expectations that are placed on them as young learners. Children acquire excellent skills and abilities and their progress ensures that children are prepared extremely well for future learning needs.

The childminder builds exemplary partnerships with parents and with other settings involved in children's care, working very closely with them to meet children's individual needs. Excellent communication systems are in place, including attractive displays of important information around the home and the use of daily diary sheets and 'text messages' to supplement the ongoing dialogue with parents. Their views are sought on their children's starting points and parents' comments included in children's records. Development files are kept for each child. They include photographs of the children and are an impressive record of the child's activities and developmental achievements. The

files are accessible for parents to look at or take home when they wish. Parental comments are extremely complimentary of the childminder. They comment 'the childminder is an excellent childminder and meets their children changing needs very well'.

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

Risk assessments and safety checks are highly detailed and regularly reviewed. As a result, children can play safely and freely, and also access a wide variety of outings locally and further afield. There are robust procedures in place to ensure that children are collected by permitted adults. The childminder undertakes regular externally delivered training in safeguarding. Consequently, she demonstrates an excellent knowledge of the procedures to manage any safeguarding concerns she may have about a child's welfare. Adults who live on the premises are checked for suitability through vetting and barring disclosures. All documentation related to the requirements of the Early Years Foundation Stage is meticulously completed to support the safe and effective running of the setting. This includes including a safeguarding policy and a policy for the use of portable devices with cameras on the premises. As a result, confidentiality is maintained and children are protected. Practice is significantly enhanced by robust policies that underpin all aspects of children's welfare and learning, combined with the expert skill and experience of the childminder.

The childminder demonstrates superb knowledge and practice of how children learn, and the learning and development requirements of the Early Years Foundation Stage. Consequently, children's progress is excellent, including for those children with English as an additional language. The teaching of early communication, literacy, and information and communication technology skills is exceptionally strong. This is because the childminder recognises how important these areas are for children to be ready for full-time school. The use of frequent outings for all children means that children receive rich and varied educational programmes, which further motivates them to learn. Educational programmes have superb depth and breadth.

The childminder's commitment to improve the provision for children is very good. She uses self-evaluation and reflective practice as a way to monitor her service and children's learning. Her focus towards the areas of the provision she wishes to improve for children is clear and targeted. For example, enhancing the outdoor area by adding resources to further promote children's literacy and creativity skills. Through reflection, the childminder makes positive changes to the learning environment. For example, she embraces all languages children can speak to help all children in the setting to learn about different cultures. Through parental questionnaires and seeking advice from other professionals, such as her local authority advisor team the childminder takes on board their ideas to improve the provision for children. The childminder demonstrates a good commitment to training and through accessing courses she aspires towards developing her understanding of working with children by completing degree in early years.

### **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

<b>Unique reference number</b>	EY292739
<b>Local authority</b>	Westminster
<b>Inspection number</b>	965634
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/06/2012
<b>Telephone number</b>	

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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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