

<b>Inspection date</b>	13/11/2014
Previous inspection date	25/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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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**

- Children are very happy and settled in the childminders care as they share trusting relationships and are able to feel secure.
- Children, overall, are able to spend their time purposefully engaging in a wide range of suitable activities which helps them make good progress in their learning and development.
- The childminder works effectively with parents to provide good continuity of care for children.
- The childminder has made good progress since her last inspection and this demonstrates a good capacity to make continual improvements in the provision she offers.

#### **It is not yet outstanding because**

- The childminder does not make consistent use of the garden to continuously support children's progress across all areas of learning.
- The childminder does not make the most of all opportunities to help children learn about writing for a purpose, for example, pencils and paper to make lists during role play.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children engaging in indoor activities.
- The inspector observed the childminder's interaction with children.
- The inspector spoke to the childminder about her self-evaluation process, systems for observation, planning and assessment, and safeguarding.
- The inspector spoke to parents and read parental comments.
- The inspector sampled documentation the childminder uses to support her practice.

## Inspector

Deborah Orchard

## Full report

### Information about the setting

The childminder was registered in 2006 and works alongside another registered childminder. She lives in a two bedroom house in Queens Park, in the City of Westminster. The living room and hall are the main areas used for childminding. There are two bedrooms available upstairs for sleep purposes only. There are suitable toilet and kitchen facilities available on the ground floor. There is an enclosed garden available for outdoor play, and children are taken to local parks and drop in groups. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. There is one child on roll and they are in the early years age range.

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

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

- review the opportunities available for children to consistently extend their learning opportunities outdoors
- increase opportunities for children to develop an understanding that print carries meaning and extending their early writing skills, particularly writing for a purpose during role-play.

## Inspection judgements

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

The childminder has a good understanding of how to support children in their learning and development. She finds out about children's needs and interests when they start which enables her to provide effectively for their individual needs. The childminder regularly observes children as they play, and this enables her to identify their interests and make plans to develop their skills. As a result, children are making good progress in their learning in relation to their starting points. The childminder keeps good records of children's progress, and uses photos and examples of their work to illustrate their achievements. The childminder regularly discusses children's progress and needs with parents, and completes the required assessments, including the progress checks for two-year-old children.

Children are able to make their own choices in play, which helps them to develop independence. The resources are stored at a low level, in boxes, which are clearly labelled with pictures and words. This enables children to link words to objects. Children are able to play with a wide range of resources, many of which positively reflect diversity, culture and disability. This helps children to develop positive attitudes and respect differences.

Children become engrossed in imaginative play. For example, they pretend to make food and cut up toy fruit. The childminder extends children's language by asking them questions about what they are making. Children respond using lots of descriptive words and explain how they are squeezing the lemons. Children extend this by asking adults what they would like to eat and drink and then take their orders. However, there are no resources readily available for them to 'write' these orders down. Therefore, opportunities are sometimes missed for children to extend their early writing skills. Nonetheless, the childminder does recognise how she can develop children's skills further in other ways during this activity. For example, she asks children if they would like to cut some real fruit and they respond enthusiastically. They learn how to hold a knife safely and explore the colour, shape and texture of fruit. Children make links in the learning as they talk about the pumpkins they have seen at Halloween. This helps them develop their physical and personal independence skills, and helps develop the skills they will need for their future learning, such as in readiness for school.

Children develop their physical skills well. They make regular trips to the park to use large apparatus and visit forest school areas where they explore the natural world, such as, playing with mud. At times, children are able to play in the childminders garden. The childminder displays some pictures outdoors to encourage discussions about the weather. However, the outdoor area is not fully utilised, and have fewer resources available, to extend children's learning experiences in all areas.

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

Children share very positive relationships with the childminder and her co-childminder, and this results in children being happy and settled. Children show a strong sense of security and belonging. They are confident to approach the childminder, and she responds to children in a friendly and affectionate manner. Children are well prepared for any changes that may occur as the childminder gives them clear explanations of what things will happen. For example, children are made aware of the inspector's visit, which results in children being able to feel secure and be responsive to visitors.

Children behave well in the childminders home and spend their time purposefully engaging in activities. The childminder is a good role model to children. For example, she talks positively and politely to children. This enables children to feel valued and learn how to respond appropriately to others.

The childminder provides a well resourced and welcoming environment for children. She makes good use of the indoor environment. For example, children enjoy exploring and relaxing in the cosy area under the stairs. The childminder provides an inclusive service where all children are respected. Children have equal access to age-appropriate resources and the childminder encourages all children to use all the resources. The childminder regularly takes children to local groups to extend their learning experiences and develop relationships by socialising with other children. The childminder helps children develop an awareness of the wider world as she celebrates different festivals throughout the year.

Children benefit from a healthy diet. Children bring food from home and the childminder provides snacks of fruit during the day. Drinking water is always available to children, and they are encouraged to serve themselves. This helps children develop their self-help skills. The childminder recognises children's individual dietary needs, and records and respects any restrictions in children's diet. Children enjoy healthy lifestyles as they have regular opportunities for fresh air and exercise. Children understand the importance of good hygiene routines. For example, they explain they have to wash their sticky hands after handling fruit. Children learn about staying safe as they have regular opportunities to participate in evacuation procedures. This enables children to know what to do in an emergency situation. The childminder helps them to learn about road safety as she regularly talks to children about how to safely cross roads when they go on outings. This all develops children's awareness of how to keep themselves safe and develop healthy lifestyles.

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

The childminder understands her role and responsibilities regarding child protection issues. She is aware of how to record and report any concerns she may have about a child's welfare. The childminder has a safeguarding policy which includes the required details. The childminder works closely with her co-childminder to assess any risks in the home environment, or for outings. She has made improvements to her risk assessment process since her last inspection. This helps provide children with a safe environment to play within. The childminder has completed first-aid training to enable her to administer first aid in the event of an emergency. She maintains the required documentation including records of administering medication and accident records. The childminder stores records confidentially and her electronic records are data protected.

The childminder works together with her co-childminder to provide a child-friendly home where children can play, rest and eat comfortably. The childminder demonstrates she is making continuous improvements to her practice and the provision she provides. For example, she has fully addressed the recommendations and actions set at the last inspection. She now has all the required documentation in place and has extended her knowledge of the Early Years Foundation Stage through attending additional training sessions. Overall, the childminder provides well for children's learning and development. She works in partnership with parents to assess and plan for children's individual interests and for the next stages in their learning. The childminder is enthusiastic and demonstrates a commitment to the development of her service. She has attended training in how to self evaluate her practice, and this has enabled her to be more reflective and identify, and address, areas for improvement.

The childminder develops positive relationships with parents. She talks to them each day and completes a daily diary to support communication. Parents are kept well informed about all aspects of their children's well-being, learning and development. Verbal and written feedback indicates parents are very happy with the care their children receive.

Parents say they appreciate supportive suggestions the childminder offers and say they feel comfortable to speak to the childminder regarding all aspects of their children's care. The childminder has links with local schools and this helps her to prepare children for when they eventually move on school. In addition, she is aware of other professional's services who she could contact for support if a child was to need additional invention.

### **The Childcare Register**

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY330226
<b>Local authority</b>	Westminster
<b>Inspection number</b>	815091
<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>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25/11/2008
<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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