

Inspection date	13/11/2014
Previous inspection date	25/11/2008

The quality and standards of the early years provision	This inspection:	2
	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		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

- Babies feel secure and settled in the childminder's care and develop positive relationships with the childminder.
- The childminder provides a wide range of activities and resources indoors for children to use, which supports them to make good progress in their learning and development.
- Partnerships with parents are good and the information shared helps to promote a consistent approach to meeting children's care and learning needs.
- The childminder reflects on her practice and demonstrates a good capacity to make ongoing improvements.

It is not yet outstanding because

- The childminder does not make full use of the outdoor learning environment to extend children's learning opportunities and experiences.
- The childminder does not maximise all opportunities to enhance children's feelings of self-worth and self-confidence in her learning environment to place a consistently sharp focus on children's personal, social and emotional development.

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 childminders interaction with babies indoors.
- The inspector sampled documents the childminder uses to support her practices.
- The inspector spoke to the childminder about her systems for observation, assessment and planning.
- The inspector spoke to parents as part of the inspection.
- The inspector looked at, and discussed, the childminder's processes for self-evaluation.

Inspector

Deborah Orchard

Full report

Information about the setting

The childminder registered in February 2008. She works alongside a registered childminder, in this childminder's home, in Queens Park, in the City of Westminster. The living room and hall are the main areas used for childminding. There are suitable toilet and kitchen facilities available. There are two bedrooms available for children and babies to sleep. There is an enclosed garden for outdoor play and children are taken to local parks and drop in groups. The childminder is able to walk to school to take and collect children. She currently has one child on roll in the early year's age range. The childminder is registered on the Early Years Register and the compulsory part 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:

- extend the range of learning opportunities regularly available for children outdoors
- further enhance children's sense of belonging, self-confidence and self-awareness, for example, through displaying pictures of children and their families.

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 the learning and development requirements, and understands how children learn. She is effectively providing a range of learning experiences that promote children's learning and development. The childminder spends time gathering information from parents regarding all children's starting points, which enables her to plan for their individual needs and build on their existing skills. The childminder sensitively observes babies as they play, and uses these observations to help her to identify the next steps for their learning and development. As a result, they are making good progress in their learning.

The childminder interacts well with babies in her care. She stays nearby offering reassurance, which gives babies the confidence to explore their surroundings and feel safe in her care. The childminder provides lots of suitable resources to extend their learning and meet their developmental needs. The environment is welcoming and child friendly with lots of photo and posters on display. However, there are few photos of babies and their extended families available for them to see to help enhance their sense of belonging in her care.

The childminder promotes children's physical skills well. For example, she places objects in

front of babies to encourage them to reach out and grasp these. This helps babies develop their finer muscle control and coordination. The childminder helps babies develop their large muscles as she supports them when they try to raise their bodies.

The childminder uses the skills she has learnt from attending training to develop babies communication skills. She responds to what babies see, hear and feel, and encourages them to respond back when she talks to them. For example, babies have fun exploring feely bags and they focus on each object they explore while the childminder comments on what they are seeing. The childminder places shiny paper in front of their faces to extend their curiosity. Babies look in wonder at the reflection in front of them. The childminder talks clearly to babies throughout the day. She explains what they are doing as they engage in play, and follows their care routines. This helps babies to begin to make connections between words and what they see and do, and encourages them to copy what the childminder says, and babble away. This effectively develops their communication skills.

The childminder provides opportunities for children and babies to engage in imaginative play, she provides areas for role play, dressing up and exploring to support the development of their imaginative ideas. Babies have a lovely time listening to the sounds they make as they shake rattles. The childminder engages babies in play by placing transparent material over their heads to play peek-a-boo. This all encourages babies to engage and become active in their learning and development.

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

Children and babies are settled and at home in the care of the childminder. She works closely with her co-childminder to provide a welcoming, calm and secure environment. Toys are stored in low-level containers, which are labelled with words and pictures. This enables children to make choices in their play. Baby toys are put on rugs on the floor. This means that babies can explore and make independent choices for themselves. The childminder takes babies to the window to look at the outdoor environment. However, children do not consistently use the outdoor area, and the childminder does not fully utilise this area to extend children's and babies learning experiences.

The childminder works closely with parent to make sure babies care needs are met. She spends time settling babies' and finding out about their routines. This helps towards a smooth move into the childminder's setting. She plays recordings of parents singing to help settle babies to sleep. This helps them to feel safe and secure. The childminder makes sure that children's individual dietary needs are respected and met. The parents' provide babies meals, which the childminder stores and serves appropriately. The childminder holds babies to bottle feed which helps to form attachments and develop relationships. The childminder is a positive role model and she talks politely to adults, children and babies. This helps babies and children develop good patterns of behaviour. She provides a behaviour management policy which she shares with parents.

The childminder follows good care routines. The childminder makes nappy changing

routines a fun time singing to babies as she meets their care needs. She is aware of babies' needs and she responds quickly when they bring up their milk, reassuring them and quickly cleaning them up again. She helps children to learn about staying safe by explaining to them that they need to stay away from the wet areas while she cleans up. The home is kept clean which means babies can explore safely. The childminder provides opportunities for fresh air and exercise, and she makes trips to local parks and goes for walks. This helps children and babies gain an awareness of a healthy lifestyle, and supports their physical development.

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

The childminder demonstrates a good understanding of how to safeguard children. She understands the steps to take if she has any concerns about a child in her care, including, her responsibilities regarding recording and reporting any concerns she may have about a child's welfare. The childminder has a written safeguarding policy that she shares with parents. The childminder works closely with her co-childminder to assess any risks within her environment. For example, all areas of the environment are regularly checked to identify and address any hazards. She also now routinely assesses potential risks for outings undertaken. This helps to safeguard children's welfare and well-being. The childminder has completed first-aid training and demonstrates she is able to deal with any accidents or administer first aid in the event of an emergency. She ensures that any accidents or administration of medication are recorded. The childminder keeps all records confidentially and is aware of data protection requirements for her electronic records.

The childminder works closely with her co-childminder to provide a welcoming environment. This results in children being able to play, rest and eat comfortably. The childminder demonstrates a strong capacity to make continual improvements to her provision. For example, she has fully addressed the recommendations and actions set at the last inspection. She implements all the required documentation, has extended her knowledge of the Early Years Foundation Stage and has completed a suitable level three childcare qualification. She reflects on her service and this has enabled her to be more reflective of her practice. This has supported her in being able to identify her strengths and the areas where improvements can be made. 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 identify their next stages for learning.

There are good relationships with parents. The childminder shares information daily through discussions and the completion of a daily diary. This helps promote continuity of care for children. Parents are kept well informed about all aspects of their children's well-being, and learning and development. She shares all her policies and procedures, and information about the education programmes with parents. This enable parents to be kept well informed about the service she provides and the progress their children are making in their learning. Through discussions with parents at the time of the inspection they indicate they are very happy with the care their children receive. Parents say they are very happy to have found the childminder and their baby is able to settle well. They say the

childminder is good at communicating all matters concerning their baby's development and well-being. The childminder has links with local schools so she can help prepare children when they eventually move on to school. Although currently she does not need to liaise with other professional services she is aware of where to go to seek support if a child needs it.

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

Unique reference number	EY368293
Local authority	Westminster
Inspection number	815569
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	25/11/2008
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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