

Inspection date	05/01/2015
Previous inspection date	20/07/2009

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

- The childminder has a good understanding of how children learn and develop. As a result, children make good progress.
- Children's language and communication skills are a prime focus in the setting. The childminder introduces new vocabulary and encourages conversation during children's play.
- The childminder builds good relationships with parents to help them feel reassured knowing their children are happy and safe in her care.
- The childminder makes effective use of the local environment to promote children's learning experiences.

It is not yet outstanding because

- The childminder does not fully embed the information collected from parents about their children's learning at home to enhance planning when they first start.

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 had discussions with the childminder relating to her practice.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation.
- The inspector observed childcare practice and opportunities provided to the children that were present.

Inspector

Patricia Edward

Full report

Information about the setting

The childminder registered in 2004. She lives in a two bedroom flat on the second floor, situated in Earl's Court, in the Royal Borough of Kensington and Chelsea. The childminder uses all areas of her home apart from the master bedroom for childminding. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has one child on roll 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:

- enhance the use of the information provided by parents when their children first start, to fully inform the planning so activities are challenging right from the start.

Inspection judgements

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

The childminder has an effective knowledge of how children learn. She provides a wide range of activities and experiences for children. As a result, they are interested and keen to learn, and make good progress in their learning and development. The childminder makes good observations of the children's development. She has begun to foster two-way communication with the parents. However, initial activity planning does not build on what children already know and can do at home. The childminder does quickly build information about children's abilities by completing observations on children during the settling-in period. She provides a good balance of activities to stimulate children's learning throughout the day. Children make good progress and are developing skills for their next stage in their learning. The childminder is aware of the need to complete the progress check for children aged two, and liaises with parents to inform and involve them in the process.

The childminder ensures that children can choose play activities within the home and on outings to local parks. She regularly takes the children to playgroups and drop-ins; this helps them to develop their social skills. The childminder promotes children's understanding of the diverse world we live in. She provides a wide variety of resources, such as dolls, books and play people, which reflects positive images of race, gender, culture and varying abilities. The childminder helps children to explore a range of modern technology. For example, they show an interest in walkie-talkies. Children are actively encouraged to develop their communication and language skills. The childminder talks to the children as they play and provides a dialog using open-ended questioning to encourage children to think and to become skilful communicators. She also introduces

them to everyday Arabic words, which helps them to value a variety of languages.

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

Children are content and settled because they have developed strong, warm relationships with the childminder and her family. The childminder knows about the children's personal care needs and routines through effective settling-in procedures and detailed discussion with parents. Children have access to a good range of play materials and resources. The childminder demonstrated a good understanding of a variety of techniques to manage children's behaviour. She has a warm and caring manner, which enables children to feel safe and secure in her care. The childminder encourages and reinforces good manners so children know when to say please and thank you. She has a detailed behavior management policy which is shared with parents. The childminder is teaching children a good understanding of the importance of staying safe. For example, when on outings they learn about road safety. They also regularly practice the emergency evacuation procedure, this means they know what to do in the event of an emergency.

Children learn about a healthy lifestyle through every day routines. Younger children who have recently been toilet trained are becoming confident to manage their personal care including washing their hands. Children are developing a positive attitude to a healthy lifestyle. They benefit from fresh air and exercise on a daily basis because the childminder takes them to local parks and activity groups. Parents are responsible for providing meals; however, the childminder provides children with healthy snacks throughout the day. This helps children to make healthy food choices. The childminder provides children with easy access to fresh water throughout the day so they can manage their own thirst levels.

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

The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a clear understanding of the procedures for child protection and knows what to do and who to report to in the event of a child protection concern. She has a detailed safeguarding policy, which guides her practice and helps to promote children's safety. The childminder undertakes written annual risk assessments of all areas of the home and for outings. She completes visual risk assessments daily before children arrive to minimise hazards, which positively promotes children's ongoing safety.

The childminder has a positive attitude towards training to develop her practice and service. Since her last inspection, the childminder has completed first aid, fun with phonics and safeguarding training. She has completed all the actions and recommendations from her last inspection. She evaluates the educational programmes to identify areas for improvement. Therefore, supporting the continuous improvement of her setting and outcomes for children.

The childminder has developed positive relationships with parents. She gathers a range of information at the beginning of the contract. This enables her to provide a good level of care and early education to the children. She shares ongoing information about children's progress through discussions, diary diaries and the children's learning folders. The childminder understands the benefits of working with other professionals to help children with additional needs to ensure they receive extra help where needed to ensure any gaps in their learning are closing.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY289687
Local authority	Kensington & Chelsea
Inspection number	814753
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	20/07/2009
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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