

Inspection date

Previous inspection date

07/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 offers a welcoming, inclusive home environment for children. They play safely due to her careful risk assessments and have access to a good variety of resources that are suitable for their age and needs.
- Children are settled and content in the childminder's care. They take part in a wide variety of interesting activities and experiences. They make good progress in their development in relation to their starting points and capabilities.
- The childminder has good relationships with parents and with other professionals where appropriate. There are clear systems for day to day communication. This helps ensure she knows children well and effectively meets their individual needs.
- The childminder makes good use of local support and training courses available to continually evaluate her practice and develop her knowledge and skills.

It is not yet outstanding because

- The childminder has not yet fully developed the use of children's home languages within the setting, where children speak English as an additional language.
- Opportunities for children to explore different media and materials are not yet fully extended to promote their early creative skills.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 observed children taking part in activities and during care routines.
- The inspector had discussions with the childminder.
- The inspector looked at children's records and other relevant paperwork.
- The inspector looked around the premises.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

The childminder registered in 2012. She lives with her teenage son in a first floor flat in Fulham, within the London Borough of Hammersmith and Fulham. The flat is accessed by stairs. All areas of the home are used for childminding. The garden is not available for outdoor play but the childminder takes children on daily outings. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll, who is in the early years age range. The childminder supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- strengthen the use of children's home languages further, for instance by introducing more key words and greetings used at home
- extend activities that encourage young children to explore different media, such as gloop, dough, paint and bubbles.

Inspection judgements

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

The childminder welcomes all children and makes sure she has a thorough understanding of each child's background and needs before they start. For instance, she encourages parents to visit to settle children in and records details of children's starting points, individual needs and routines. This helps to ensure that children settle quickly and that their individual needs are effectively met.

The childminder makes regular observations of children's achievements and uses relevant guidance to assess their progress closely. She is well aware of the requirement to complete a progress check for children aged two when necessary. The childminder plans a wide variety of activities that help children make good progress in their learning and effectively prepare them for the next stage in their development or for school. Young children enjoy sharing books and stories, looking at pictures of familiar objects with interest. Their communication skills are fostered well when the childminder talks to them as they play. However, familiar words and greetings from children's home languages are not yet regularly used as part of everyday activities. Children show pleasure when they hear music and singing and start to make sounds and bang instruments to join in with favourite songs and rhymes. The childminder supports children's developing understanding of number when she sings counting rhymes as she changes their nappy, or helps them stack cups to make a tower of three. She encourages children's interest in the world around them when they walk in the park and notice a squirrel in a tree or an aeroplane flying by. Children develop their physical skills when they practise sitting up, roll safely across the floor or have a turn on the slide in the park. They enjoy splashing in water or exploring the sand tray. However, activities to encourage them to explore resources such as paint, play dough or cornflour are not yet

fully developed to promote their creative abilities.

The childminder assesses children's progress well and keeps parents well informed about their children's progress and involves them in their learning. She keeps a daily record of activities, care routines and achievements as well as giving verbal feedback each day. She encourages parents to share information and to continue favourite activities at home, which helps to provide children with continuity of learning.

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

Children are confident and settled in the childminder's home. They have good relationships with the childminder, who is warm and responsive to their needs. This helps them develop secure attachments to the childminder as they make the transition into her care and also supports their emotional and physical wellbeing. The childminder organises the day to fit in with children's routines, which helps them feel settled and secure. She completes daily risk assessments of her home and makes sure that precautions are in place such as safety gates. This means children grow in confidence and independence as they move freely and safely around the areas used for childminding. They choose from a good variety of good quality resources and play materials that are safe and suitable for their age and stage of development. The childminder ensures that resources are easily accessible so that children can select things for themselves. Children gain an understanding of risks and how to keep themselves safe when the childminder talks to them about safety in the home and includes them in regular fire drills.

The childminder effectively promotes children's good health and wellbeing. She follows careful procedures for changing nappies such as washing her hands and using a mat, which helps reduce the risk of cross contamination. If parents provide food for children she stores and prepares it according to instructions, in order to help protect children's health. She encourages parents to provide healthy options and offer new foods and flavours. Children play outside every day as part of a healthy lifestyle. They enjoy daily outings to playgroups and parks where they benefit from fresh air and outdoor activities.

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

The childminder has a good understanding of the safeguarding and welfare requirements and her responsibilities towards the children in her care. She attends relevant child protection training and is clear about the steps to take if she has concerns about a child. She keeps all the required paperwork that promotes children's safety and wellbeing and makes sure records are comprehensive and up to date. The childminder has a clear understanding of her responsibilities in relation to the learning and development requirements. She ensures she is familiar with any changes or developments such as the revised framework and has copies of any new guidance. She monitors children's

achievements closely, for instance by using tracking sheets, to make sure that all children are making good progress in their development.

The childminder has positive relationships with parents and keeps them well-informed about their children's care and learning. Parents have access to a comprehensive range of useful policies and procedures and information about daily activities and routines is displayed on the notice board. The childminder also provides verbal feedback to parents at the end of the each day. She works closely with other agencies and professionals, sharing relevant information where appropriate, to ensure that children benefit from a consistent approach.

The childminder is very committed to developing and improving the provision. She makes good use of local courses and links with other childminders to evaluate the setting and develop her skills and practice. She continually reviews what she does and makes changes where needed to improve outcomes for children. For instance, extending resources for a particular age group or rearranging the room to create a clear space for children who are just starting to move around on their own.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY448971
Local authority	Hammersmith & Fulham
Inspection number	807196
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
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 that are usually their 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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