

Inspection date

Previous inspection date

15/10/2012

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 programme for introducing young children to early maths skills is strong. A variety of interesting and stimulating activities encourages children to sort and develop an understanding of shape and space. Through child-led play, discussion on numbers and colours are a frequent feature.
- The childminder is very warm, relaxed, and attentive to individual children. She is enthusiastic in her work and through the interaction and extension from child-led play she supports children's all round development.
- The children are happy, motivated and excited to be in the setting. They show good levels of concentration through their activities given their age. They show interest in others and have developed a good trusting relationship with the childminder.
- The childminder works closely with parents to share ideas, enabling them to continue to support all areas of children's learning. She values their thoughts and invites ideas for improvements within her practice.

It is not yet outstanding because

- Children have less opportunity to develop their early skills in making marks through a wide range of interesting resources and activities.

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 activities and the quality of care and learning offered.
- The inspector held discussions with the childminder at convenient times throughout the inspection.
- The inspector looked at a range of documentation.

Inspector

Kerry Iden

Full Report

Information about the setting

The childminder registered in 2011. She lives with her husband and child in Southsea, Hampshire. The childminder's home is on the top floor of a converted property, where children have access to rooms on different levels. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder also provides overnight care. The childminder currently has two children on roll, both are in the early years age range. The childminder walks to or drives to local toddler groups, pre-schools, the park and other places of interest.

What the setting needs to do to improve further

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

- develop opportunities for children to enjoy sensory experiences of making marks using a variety of different resources such as damp sand, paint or foam.

Inspection judgements

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

Children settle, feel relaxed and comfortable. They have close and trusting bonds with the childminder. They are happy and show good levels of concentration for their age during the activities. This is mainly due to the interaction and enthusiasm from the childminder, which keeps children interested. The childminder promotes child-led play and children naturally break from focused activities with periods of excited lively play. They are keen to develop their skills in running and dancing. As the childminder joins them by singing songs or nursery rhymes, they add wiggles and whole body movements. The childminder ensures the safety of the environment as children try new movements and enjoy feeling the effects of spinning on their bodies.

Children are able to follow instructions well. They listen to the childminder for direction and in play as she quietly makes different sounds. Children are extending their vocabulary well as the childminder uses clear speech. For example, through role play activities children repeat the words of the different food items that go into the dinner. The childminder also promotes sounds and words through shared stories. Children enjoy books and choose to sit themselves in a large flat box to read their favourite stories. They know how to hold the book correctly and independently turn the pages. The childminder makes stories interactive as she uses open-ended questions, encouraging children to find different objects in the book and make the different animal sounds. The childminder introduces new resources, such as puppets to interest children in stories and imaginative play. The children have less variety in activities that support their skills in making marks. Paper and crayons are freely available, however the childminder has not considered different activities and tactile experiences to support and develop this skill.

The childminder offers a strong programme to support children's early maths skills. Through play, children frequently visit number and shape problems, which support children's developing logic and reasoning. The childminder extends children's skills through activities such as sorting colours of building bricks, matching shapes and using numbers in everyday routines. Children's explore their interest in singing and music through different

activities for example, as children learn differences in beats through spontaneous drumming activities on the lids of boxes. Children are imaginative in their play and use the role play resources to develop this. They are becoming aware of themselves, show an interest in others and play cooperatively together. Photographs of children displayed within the home help children to learn about others and the differences in families.

The childminder is very enthusiastic in her work and has a secure understanding of how young children learn across all areas. She allows the children to initiate play throughout the day but her interactions enhance their enjoyment and learning opportunities. She has a good knowledge of the individual children in her care. Therefore she supports their learning well, enabling all children to make progress. She uses effective systems to record her observations on children to help her identify future activities that will support children's ongoing development and skills. The childminder is aware of the need to complete two-year-olds progress checks when necessary. She is able to use her current systems to support her in completing these. Parents are actively encouraged to share in their children's learning. Sticker systems in daily diaries enable parents to understand the different areas of children's learning. The detail informs parents of how the day's events contribute to their child's learning. The childminder shares children's next steps in learning with parents. As a result, she is able to tailor learning plans to the needs of each family.

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

Children are relaxed and confident. They have established close relationships with the childminder. Children tend to initiate their own play and the childminder joins them. The links and discussions with parents enable the childminder to get to know each child's likes, dislikes and interests. Consequently, the childminder has a good understanding of children's starting points and uses this knowledge to help children settle quickly. The close attachment enables children to feel safe and secure which in turn allows them to investigate and explore.

The childminder provides children with a safe and secure home, where they feel calm and comfortable. The home is stimulating and inviting. The resources around the home are of good quality and support all areas of children's learning. Overall, there is a good variety to provide stimulating play experiences and interest. The childminder uses the local environment and places of interest to provide children with both inside and outside play. Displays of photographs and children's artwork demonstrate how the childminder values the children and their efforts. She displays information for parents, such as plans of activities, events and the weekly menu. The childminder is keen to promote healthy lifestyles. Children know the procedures for good hygiene practices, for example, they know they wash their hands before snack time. Children sit securely for their snack when the childminder provides fresh and healthy food. The childminder encourages children to try new foods and develops their social skills for the future as she encourages young children to wait for others to finish and sit nicely through meals. Children are beginning to learn how to keep themselves safe. The childminder helps them understand about risks as she encourages tidying up prior to large physical activities and explaining the reasons why.

The childminder encourages independence and she values children's choices in their play and activities. She enables them to solve problems through play, make decisions and try new experiences. This helps children remain busy and focused which maintains positive behaviour. The childminder provides varied activities and experiences that support all areas of learning. She is aware of the progress that individual children are making. Therefore, she supports children well in developing the skills they need for future learning and the next stages in their development.

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

The childminder has a strong understanding of meeting all the requirements of the Early Years Foundation Stage. She has kept up to date and revised her systems to reflect the revisions to the framework, successfully implementing these in practice. She understands how children learn and offers a broad and stimulating range of activities that support all areas of their learning. She also understands how individual children need to make progress from their individual starting points and considers these when assessing and reporting to parents. Therefore, children are able to learn at a rate that suits their needs.

The childminder also has a good knowledge of the procedures she must follow to safeguard children. She offers them a safe and secure home where she assesses risk throughout the day. This depends upon the children's changeable interests, for example, clearing the space when children become spontaneously active. The childminder has a good understanding of her responsibility towards the protection of children. She shares this with parents through her written policies and follows her procedures if she has a concern about a child's well being. The childminder maintains a clean and well-organised environment. She implements good hygiene procedures to reduce the spread of any infection and effective procedures are in place to administer medication and report on accidents.

The childminder has established some strong partnerships with the parents. She shares regular feedback about children's experiences and how they are developing within the different areas of learning. The childminder introduces herself to other early years settings where children are attend, in order to extend these links to support children's continued care and learning. The childminder is motivated and enthusiastic in her work, and keen to make continual improvement. She invites and values the thoughts and ideas of parents as she evaluates her service. In addition to her own evaluation and the contribution from the parents, the childminder is valuing feedback she receives from outside agencies. This helps demonstrate that she has the capability to make continuous progress, which will have a positive impact on children's time in the setting.

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	EY439881
Local authority	Portsmouth
Inspection number	798016
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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