

Inspection date

12/11/2012

Previous inspection date

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 shows a commitment to keeping her skills updated, has a professional approach to her childminding and is committed to continual improvement in the setting and providing very good care.
- Children are welcomed into a warm, friendly home where they are valued and included to ensure none are disadvantaged.
- Children develop confidence and enjoy their time with the childminder who encourages them to take part in a wide range of activities and play experiences both inside and outside the setting.
- Children feel safe, secure and happy with the childminder and her arrangements for safeguarding the children are robust.
- Children are well supported as the childminder works well with parents, keeping them fully informed about their child's progress and achievements.

It is not yet outstanding because

- Some planned activities do not always enable children to take part in a group activity at their own level.

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 discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor learning environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector also took account of the written views of parents.

Inspector

Alison Large

Full Report

Information about the setting

The childminder registered in 2011. She lives with her husband and three children in a house in the Bitterne Park area of Southampton. All areas of the property, but mainly the ground floor, are used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder is currently caring for one child in the early years age group on a part

time basis. The family have a pet cat. The childminder has a relevant childcare qualification and is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- extend the systems for planning to include activities that involve all the children together, tailoring the activity to meet their individual needs.

Inspection judgements

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

The children are secure and happy in the childminder's care. They develop warm and secure relationships with the childminder and her family. They benefit from her commitment and enthusiasm, enjoying purposeful and interesting play. As a consequence, they all make good progress in their learning. They are able to make choices and develop a good sense of belonging as they move around freely and with increasing confidence. The childminder gets down on floor level to play with young children and she interacts with them well. Young children are actively involved in their play, confidently selecting and exploring resources. They touch, cuddle, shake and bang the toys and are able to crawl, climb and practise a range of movements in safety. They are well supported by the childminder and become confident in their daily routines.

The learning environment is bright and well organised, allowing children to play freely. Children's language is developing well as they are encouraged to speak and the childminder uses questions and discussion with the children to challenge their thinking. Observations of children's progress are recorded within their special books and the childminder is developing a good knowledge of each child's learning needs. She has a clear tracking sheet for each child to show the progress they are making.

Systems for planning are established to ensure all areas of learning are promoted and children's needs are met. The childminder effectively plans activities for the individual children that meet their needs. However, she does not plan group activities that include all the children and enable them to learn together in a social group. The childminder builds good relationships with the parents and ensures information is shared with them regularly to keep them fully informed about their child's progress. The childminder has yet to implement the two year old progress check, although she has a sound understanding of

how to do this.

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

The childminder provides a welcoming environment for the children and is sensitive to their needs. They build secure attachments to the childminder who helps them develop the confidence to explore and become independent. Children enjoy playing outside in the garden and have daily opportunities to run around and get fresh air. They go for walks and visit parks and play areas regularly. Healthy meals and snacks are provided in accordance with parent's wishes and the childminder is aware of any special dietary needs the children may have. She encourages the children to follow good hygiene routines, including washing their hands before eating and after using the toilet.

Children behave well, the childminder implements appropriate behaviour management strategies to encourage good behaviour. Children receive praise and encouragement from the childminder which helps them gain in confidence and develop self-esteem. Children begin to understand how to keep themselves safe, for example by putting toys away when finished. They also begin to understand basic road safety when they are out walking. They are developing positive relationships with each other and interact well together.

Children know what is expected of them and are confident to make choices and decisions. Their learning and growing understanding of the world around them prepares them well for future life. The childminder has made good links with the local pre-school, attended by her own child. This link will help with a smooth transition for when a minded child starts at the group. The childminder also links well with the local school she picks children up from to ensure continuity of care for the children.

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

The childminder welcomes all children into the setting and ensures their health, safety and well-being is a high priority. The childminder is developing a good understanding of the learning and development requirements and monitors her practice to help children make good progress in all areas. The good organisation of the childminder ensures that children are well safeguarded. The childminder is suitably vetted and ensures the children are always supervised. She has a good awareness of child protection issues and has a clear safeguarding children policy which informs parents of her responsibility to act on any concerns she may have about the children in her care. She ensures children's safety is fully promoted both in the home and when out on walks or trips. Equality and diversity are promoted well. The childminder demonstrates a good understanding of ensuring all children feel included and encourages children to be involved in all aspects of their play and learning.

The childminder has started to complete the on-line system for self-evaluation and is also reflective, which enables her to identify her strengths and any areas to develop. A good partnership between the childminder and parents ensures key information is shared between them. Babies' routines are discussed with the parents when the child first starts and parents are kept informed about daily routines and the activities younger children have taken part in. The childminder shares the children's assessment records with parents, so together they can discuss their child's progress. Parents report they are extremely happy with the care the childminder offers and how much their children enjoy spending time with the childminder and her family. They praise the variety of activities provided and feel at ease knowing their children are well looked after.

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
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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	EY436808
Local authority	Southampton
Inspection number	795552
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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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