

Inspection date	29/11/2012
Previous inspection date	23/02/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children benefit from the calm, understanding support they receive from the childminder who relates to young children well. Their age appropriate behaviour is managed consistently and positively by the childminder.
- Children new to the setting demonstrate they are happy and feel emotionally secure. They quickly learn the safety rules of the home, such as holding onto the childminder's hand when the doorbell rings.
- The childminder and parents work well together on children's care and learning matters to ensure there is continuity between each home.
- Children enjoy a variety of play activities which promotes their learning and development, such as aqua draw.

It is not yet good because

- The childminder has not seen the updated Statutory Framework for the Early Years Foundation Stage, although she has an understanding of the previous framework. This has resulted in her not having sufficient knowledge of the areas of learning, which limits the educational programme being offered.
- The cycle of observation, assessment, and planning is not fully developed.

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's play and the childminder's interactions
- The inspector discussed the children's starting points and progress with the childminder.
- The inspector sampled some safeguarding documentation and learning records.
- The inspector discussed the improvements put in place since the last inspection.

Inspector

Lorraine Wardlaw

Full Report

Information about the setting

The childminder registered in 2010 and she lives with her two teenage children and her grandchild in a house in Fareham, Hampshire. The home is close to shops, parks, schools, pre-schools and public transport links. The childminder uses the ground floor for childminding and rest facilities are provided on the first floor. Children have access to a fully enclosed garden area for outside play and the family has no pets. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently provides care for three early years children on a part-

time basis. She is a member of the National Childminding Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- increase understanding of the new learning and development requirements, particularly in relation to the under two's exploring and investigating.
- develop the assessment and planning system to shape learning experiences for each individual child, reflecting on observations and linking them to children's development.

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

- further develop the learning environment with emphasis on providing rich and stimulating play resources both indoors and outdoors.

Inspection judgements

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

Young children, who are very new to the setting, are making progress in their development because the childminder provides play opportunities in most areas of learning. For example, sensitive support and guidance is given when looking at picture puzzle pieces, with the childminder promoting children's communication skills and number skills. The children receive good praise and encouragement when they succeed with a task. Children's speech and language skills are being developed because the childminder uses commentary about what they are doing and whilst watching their favourite television programme. In addition, toddlers are beginning to learn Makaton signs, during specified television times. The childminder recognises when a toddler randomly counts, and is starting to build on this by introducing counting in meaningful contexts, such as going up the stairs. Children have fun and make marks during an aqua draw activity. The childminder role models different ways of mark making, such as dots and swirls with the pens and with other shapes, to promote children's use of tools and small movements in the hand. This helps them develop skills for the future.

The childminder takes a genuine interest in what children say and do and interacts positively with them. She understands that children play and learn in different ways. However, her knowledge of how this links to the areas of learning and child development in the Early Years Foundation Stage is less secure. In addition, her observation,

assessment, and planning arrangements are not long established, because she has only recently re-commenced childminding and is not fully knowledgeable about this area of practice. The childminder can talk about children's level of development and her future plans to promote their next learning steps, such as use of scissors and more outdoor physical play. Children demonstrate positive attitudes and are well motivated to take part in play and learning activities. Young children have opportunities to use mechanical toys and become excited switching on and off the penguin escalator toy.

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

Within a very short time toddlers are able to form an attachment to the childminder through the sympathetic and understanding support they receive from her. Because of the good attention and guidance, they feel happy and secure. They quickly learn the boundaries of behaviour. For example, they help to tidy up the play resources before getting another toy out. They listen to the childminder and react positively when she distracts them during age-appropriate times of frustration. The childminder is gentle, kind and consistent when she manages children's behaviour. Children enjoy the praise and encouragement offered to them by the childminder who is a good role model. Children play and are cared for in a suitably safe environment with an adequate amount of play space. This is because the childminder is currently in the process of moving house. Suitable play resources are on display to the children so they can make choices, but currently the garden is not in use by the children. This is because the childminder has assessed the slippery decking as a potential hazard to children. The childminder takes children out and about to the park to develop their large movement skills. Overall, the learning environment is adequately stimulating and resourced to meet children's current and future stages in learning.

Children feel safe and secure and learn to take part in the safety rules of the house. For example, toddlers hold the childminder's hand when they inquisitively, go to see who is at the door. They participate in the fire evacuation drill and learn how to keep safe when at the park by clear direction from the childminder. Children are learning to keep healthy through discussion about the food they eat during mealtimes, which is mainly provided by the parents. They have access to their drinks throughout the morning, which positively contribute to their growth and development.

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

The childminder has a more secure understanding of her responsibilities regarding meeting the safeguarding and welfare requirements, than she did at her last inspection. She has made many changes to ensure she meets these specific legal requirements. The childminder has a secure knowledge of the child protection procedure. She has completed all relevant training required, such as first aid. The childminder has completed written risk assessments of areas used by children and has all her safeguarding documentation in place. This includes a daily attendance register and written permissions from parents.

However, the childminder is less confident in understanding the reformed Early Years Foundation Stage, learning and development requirements. This impacts on the overall quality of the provision.

The childminder is reasonably self-aware and has identified areas of practice which she wishes to improve as soon as she has moved to a larger house. This is imminent. For example, she plans to have a designated play area for children with toy and play choices on offer to them. She has suitably evaluated her current practice, and realises there are areas of her knowledge that require further development. She is seeking to do this by accessing courses and gaining support from the Local Authority. The childminder is beginning to build strong relationships with parents. She regularly talks to them about children's care and learning and together they have started to work on matters relating to children's development. For example, she has bought a sticker reward chart with children's specific interests in mind, and the parents have bought pull-ups for when she commences potty training. Parents are able to read their child's learning journal, however, it is fairly descriptive and does not relate to children's areas of learning and development or their next steps in learning. The childminder gives guidance and support to parents when required, such as advice on dummy's in relation to children's language development. The childminder demonstrates a knowledge of partnership working with other settings and agencies, in the event that a child attends another setting or works with other professionals.

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	EY412978
Local authority	Hampshire
Inspection number	706531
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	3
Name of provider	
Date of previous inspection	23/02/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a

copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

