

Inspection date

Previous inspection date

17/12/2012

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 children are welcomed into a warm, friendly setting, where they are valued and included and none are disadvantaged.
- Children feel safe, secure and happy with the childminder and arrangements for safeguarding the children are robust.
- An excellent partnership between the childminder and parents ensures they share key information, including information about children's learning and development at home.
- The childminder shows a commitment to keeping her skills updated. She has a professional approach to her childminding and is committed to continuous improvement to benefit the children.
- Children develop confidence and enjoy their time with the childminder. She enables them to take part in a wide range of activities and play experiences both inside and outside the setting.

It is not yet outstanding because

- The childminder does not always provide children with resources to promote their skills in information and communication technology.

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 online and sampled other documentation.
- The inspector took account of the written views of parents.

Inspector

Alison Large

Full Report

Information about the setting

The childminder registered in 2012. She lives with her school-aged child in a house in the Itchen area of Southampton. All areas of the property, but mainly the ground floor, are used for childminding. There is an enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is currently caring for four children in the early years age group on a part time basis. The family has a dog.

What the setting needs to do to improve further

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

- incorporate resources that children recognise into their play, such as cameras, torches and computers to develop their skills in information and communication technology.

Inspection judgements

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

Children enjoy their time with the childminder, they are welcomed into a warm friendly home where they are all valued and included. Children take pleasure in their play and learning and achieve well in relation to their starting points. This is because the childminder provides children with good opportunities to choose their play materials and follow their individual learning styles. The childminder plans exciting activities for the children. They enjoy playing with a mixture of shaving foam and water, pouring, stirring, splashing and making the childminder 'cups of tea'. They play happily and the childminder supports them well. The childminder makes observations and adds photographs of activities for each child in their own online 'learning journal'. This enables her to identify learning priorities and demonstrates the progress children make. Parents are able to access the computer programme whenever they want to and can add comments.

Children's mathematical skills are developing well. The childminder talks to them about shape and size when playing with the shaving foam or doing puzzles. Children are learning to count confidently during their play. They count how many play people they have and how many cars they have lined up. The educational programme offers the children interesting and challenging experiences across the different areas of learning. However, at present children have fewer opportunities to use technology resources in their play, such as cameras, torches and computers. The childminder enjoys supporting children's learning and takes an interest in what they say and do. She promotes children's vocabulary well, due to her good interaction with them.

The childminder engages very well with parents to ensure she meets children's individual needs. Parents complete 'all about me' information when the child starts at the setting, and the childminder keeps them well informed about their child's progress. Parents are encouraged to contribute to their children's online learning journals and are encouraged to share children's progress in their learning and development made at home. The childminder has yet to implement the progress check for children aged two, although she

has a sound understanding of how to complete this.

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

The childminder has organised her home to provide a stimulating learning environment, with colourful resources and access to areas where children can explore freely. Children build warm and secure relationships with the childminder, who supports the children well and takes care of their individual needs. The childminder provides a fully inclusive setting and equality and diversity are promoted well. The children have access to a range of resources promoting positive images and learn about a wide range of festivals celebrated around the world.

The childminder ensures children are able to have daily access to the outside play area and daily physical exercise is included in the planning. Children enjoy the outdoor play opportunities; they can climb run and jump and get lots of fresh air and exercise. The childminder provides healthy meals and snacks in accordance with the parents' wishes, and drinks are readily available throughout the day. The children learn about good hygiene routines, as they are encouraged to wash their hands after messy play and before eating. The childminder has good systems in place for behaviour management. She implements appropriate behaviour management strategies to encourage good behaviour. She praises children and gives them lots of encouragement. Children develop a good awareness of keeping safe, for example, as they use a range of tools safely and learn about road safety.

The childminder has made links with the local pre-school and school to ensure continuity of care and learning for the children who may attend. This will also help prepare children for a smooth transition from her setting to pre-school or school. She welcomes all children into the setting and ensures their safety and well-being is of a high standard.

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

The childminder is very caring and works closely with the children and their families. Her arrangements to safeguard the children are very good. The childminder has attended safeguarding training to ensure her knowledge is up to date. She ensures children are well cared for, and always supervised by an appropriate adult. The childminder is fully aware of her duty to protect the children in her care. She has a good knowledge of child protection issues and her role and responsibilities to help protect children from harm. Written policies and procedures are in place and shared with the parents. Children are able to enjoy a safe and secure play and learning environment. This is because the childminder has carried out thorough risk assessments both inside and outside the home.

The childminder understands her responsibility to meet the learning and development requirements and helps children make good progress. She has systems in place for self-evaluation, which reflects her good practice and any areas for development. She is keen to

keep the development of her childminding ongoing, through the good range of resources provided. She is commitment to attending additional training, to further her knowledge and benefit the children she cares for. She provides good childcare, which she organises well and runs efficiently.

The childminder promotes very good partnerships with parents and shares key information. She informs parents about daily routines and the activities their children have taken part in via the online daily diary the childminder shares with them. The childminder supports every child's needs successfully. Children receive continuity of care and learning because the childminder works with the local schools that they attend. She is aware if she has a child who attends pre-school, she would introduce herself to discuss the child's learning needs with the key person to ensure continuity of care.

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	EY447983
Local authority	Southampton
Inspection number	802067
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
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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