

Inspection date	29/01/2013
Previous inspection date	17/07/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- The childminder has clearly increased her knowledge and understanding of promoting children's learning and development.
- The childminder strongly promotes inclusion and automatically encourages children of different ages to understand each other's emotional development as they play.
- The childminder shows that she recognises and meets younger children's individual needs for care and rest during their daily routines.

It is not yet good because

- The childminder has not fully assessed all risks in the home to protect children from hazards.
- Younger children have less opportunity to independently access a range of resources and the childminder is not fully planning for their individual next steps in development.

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 arrived and showed ID.
- The inspector viewed the premises and explained the format of the inspection.
- The inspector observed the childminder with the children.
- The inspector viewed documentation and gained evidence through discussion.
- The inspector provided feedback and explained the inspection judgements.

Inspector

Christine Clint

Full Report

Information about the setting

The childminder registered in 1997. She lives with her husband and one school age child. The family home is situated in a residential area of East Cowes on the Isle of Wight, in close proximity to schools, pre-schools, shops and parks. The home has steps to the front door and the fully enclosed rear garden is partly sloping. Children play on the ground floor only in the sitting/dining room and the conservatory. They use the bathroom on the first floor. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 11 children on roll and 6

children are in the early years age group. Most children attend part time. The childminder works from Monday to Friday from 7am until to 6 pm. She takes and collects children from the local school and pre-school. She also attends local toddler groups on a regular basis.

What the setting needs to do to improve further

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

- identify aspects of the environment that need to be checked on a regular basis to protect children and minimise risks, for example by managing children's safety when using the wall heater in the conservatory

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

- strengthen the systems for planning activities to encourage all children's next individual steps in development
- widen the accessible play resources for younger children to enable them to self select and explore independently.

Inspection judgements

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

The childminder has made suitable progress in her understanding of the revised Early Years Foundation Stage. She has attended training to increase her knowledge and awareness of educational programmes for the children in her care. The childminder satisfactorily supports children's speech and language through regular conversations and she introduces ideas for activities. For example, she helps children to find pieces of the floor puzzle to fit together; they talk about the size and the colour. They notice the weather through the window and remember how the wind blew everything in the garden yesterday. The childminder suggests favourite books and she knows that the train pictures encourage further conversation. The childminder talks about children's keen interest in water play and she also provides sand at times. She notices when children automatically make marks and use their fingers to draw patterns on the misted car windows. The childminder has developed children's ability to recognise and identify different sounds because she provides regular outings. Children go to the beach and the library; they also visit local shops in the community and they learn about the world around them. However, younger children's play is limited at times because they have fewer activities available to enable them to make independent choices or extend their curiosity.

The childminder is adequately observing and assessing children's development. She has introduced written assessments for the two-year-old children attending. This shows her sufficient understanding of the prime areas of learning for younger children. She is clearly recognising children's individual progress, although the planned next steps in their development do not show how they will make progress. The childminder is regularly sharing information about children's learning with parents. She provides tracker books for all the children attending and this encourages parents to see how their children are progressing. Parents also sign the written two-year-old assessments and this supports partnership working.

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

The childminder has a sound understanding of following children's individual daily routines for care and this clearly supports their emotional well being. Children show they trust the childminder as they settle comfortably for their afternoon sleep. The childminder is thoroughly aware of the needs of toddlers who are settling. She has recently included a home visit for a newly attending toddler to maintain continuity of care. The childminder frequently promotes inclusion between children of different ages, she encourages them to consider each other during their play. For example, she suggests pushing the cars across the floor to the toddler and she uses dialogue to explain what the toddler is doing. She encourages positive behaviour by being a good role model and thanking the toddler for passing a toy.

Children show that they feel safe with the childminder and they learn through following sound routines. For example, toddlers are strapped safely in booster seats to sit at the table at lunch time. The childminder places cushions on the floor to protect children when they sleep at either end of the sofa. She has developed a fire evacuation procedure and children practise this to encourage their understanding and awareness of fire safety. Children walk regularly in the locality, they learn about road safety because the childminder encourages them to look and listen as they cross roads. Children follow very regular routines of hand washing and this increases their understanding of the importance of hygiene and cleanliness. They are encouraged to eat and drink regularly and the childminder explains the benefits of fruit and healthy items in the packed lunches that parents provide. Children visit the beach and local parks; they play in the garden and practise kicking footballs. The childminder also takes them to indoor soft play centres in the winter to increase their exercise and develop their physical strength.

The childminder has a wide range of suitable resources and she selects certain boxes for younger children attending. However this provides less opportunity for children to be independent and make decisions about their play, to explore or extend their curiosity. The childminder is developing and monitoring children's learning. She includes systems to show how they are making progress and this prepares children for their transition to nursery or school.

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

The childminder understands her responsibilities in meeting the learning and development and welfare requirements. She shows a willing attitude to continue developing her own knowledge and understanding through attending training. She has introduced systems to assess children's progress across the areas of learning and the recorded observations show that she recognises children's achievements. The childminder mostly understands how to plan activities to promote children's individual development.

There are some written policies and procedures in place to maintain children's safety. Although the childminder has not included a written complaints procedure and this is a requirement of the Childcare register. The childminder is clearly aware of her responsibility to safeguard children. She has all attended training in child protection and has information available. She knows how to refer any concerns about the children in her care. She has assessed risks in the home and has some safety equipment in place. However the high temperature of the wall heater in the conservatory is a clear risk to the safety of smaller children.

The childminder has sufficiently evaluated her provision since the review of the Early Years Foundation Stage. She has updated her knowledge and this has enabled her to develop her own methods of tracking children's progress and learning. She has also introduced systems for written two-year-old assessments. The childminder shows a clear ability to work with parents and other carers, she encourages parents to see and talk about their children's progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (also applies to the voluntary part of the Childcare Register)
- take action as specified under the compulsory Childcare Register section of the report.

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	105158
Local authority	Isle of Wight

Inspection number	813261
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	17/07/2009
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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