

Inspection date

Previous inspection date

12/02/2013

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 uses good teaching methods such as open questions to extend children's learning.
- The childminder is vigilant and ensures children's safety is of the highest priority.
- Children are happy and content within the childminder's home and have formed secure relationships with the childminder.
- The childminder organises the environment well to enable children to choose resources and activities freely.

It is not yet outstanding because

- The childminder does not currently have a sufficient variety of different resources and activities to help children to learn how to control and manipulate technology.
- The childminder has limited resources such as sets of items to help support and consolidate children's learning of numbers.

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 in the lounge, dining room, conservatory, outside area and within the upstairs sleep rooms.
- The inspector looked at documentation and learning and development journals.
- The inspector took account of the views of parents and carers spoken to on the day and from information included within the parents questionnaires.
- The inspector took account of the childminder's self evaluation and improvement plan.

Inspector

Heidi Abernethy

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband, adult son and grandson. They live in a house in a residential area of Southampton, Hampshire. Children have use of most areas of the home. There is an enclosed garden for outside play. The property is close to local shops, schools, pre-schools and parks. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare

Register. She offers care throughout each weekday. There are 18 children on roll, six of these are within the early years age range. The childminder also works with another childminder at the premises. The family has a pet cat.

What the setting needs to do to improve further

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

- provide a small group of the same objects in treasure baskets, as well as single items, e.g. two fir cones or three shells to support children's matching and counting skills
- incorporate technology resources that children recognise into their play, such as a camera.

Inspection judgements

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

The childminder has a good understanding about the children's individual development and how they progress through the learning areas. She has identified where children require further support and has discussed this well with parents. This ensures parents are well informed and learning continues at home. The childminder has a good understanding about the two year assessment check. She has started to conduct these with the minded children and has a secure understanding of her responsibility to share these checks with parents.

The childminder recognises children's likes and dislikes of particular activities through close observation and monitoring. She provides those who are not keen on messy play with opportunities to explore and gradually build up to using a range of materials. For example, the childminder plans activities involving dry materials such as pasta and rice to help encourage children to explore resources using their hands. Children's communication and language skills extend with success through the use of the visual resources. The childminder talks with the children about the names of the resources, for example, extending and consolidating new and existing vocabulary. In addition, the childminder uses good open questioning such as 'what colour are the lentils?' She gives the children thinking time to look at and think about the responses to the question. The childminder rewards them with positive praise for their responses. This in turn ensures children feel valued for what they say, and boosts their self esteem and confidence.

The childminder positions herself well when looking at books with children to ensure they can all see the pictures. She extends their learning as she asks children questions to encourage them to point at and discover things for themselves. The childminder supports children's increasing understanding of numbers and extends this well through the activities she provides. She talks to the children about the different size bottles, for example, and resources they are using when making the shakers. This helps them to develop the concept of little and big. However, she currently has limited resources such as treasure baskets and sets of items to help the younger children to develop and consolidate number and quantity. For example, by exploring sets of items to use as a visual support to count and group quantities.

Children enjoy playing with small world play garages. They press the buttons and learn early problem solving skills watching the cars as they zoom down the ramps. However, the childminder has limited resources to enable children to operate mechanical toys and interact with technology to support their knowledge of the world and future learning skills.

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

Children are happy and settled within the childminder's well resourced home. The childminder and her co-childminder have established a good key person system. This enables her to form secure bonds with the children and obtain a good knowledge of their individual routines. For example, she recognises when children are ready for some snack or when they are becoming tired. The childminder has worked effectively to seek information from parents about children's home lifestyles and individual requirements. This information provides a shared understanding about the children and helps them to settle.

Children behave well. They show good levels of respect for each other and show kindness when one of their peers is upset. Children find toys for their younger peers to help them to feel happy again. The childminder discusses the reason for behaviour rules with the children. She talks to the children about the importance of only one child being on the slide, waiting their turn and not climbing up the slide the wrong way. She gently discusses with them how climbing the slide incorrectly may mean they fall and hurt themselves. This helps children to understand how to behave in order to keep themselves and those around them safe.

The childminder provides children with a variety of healthy meals such as cottage pie and vegetables or pasta. She talks with the children about the names of the food and how eating the foods will help to make their bodies strong. This helps children to learn how food is good for their bodies. She praises children for their attempts at eating new food which encourages them to eat and enjoy these foods in the future. This in turn ensures children are eating or are starting to eat the appropriate balance of foods and nutrients required for a healthy daily diet. Children enjoy daily exercise within the childminder's garden. They learn to balance their bodies as they move around on trikes and develop their climbing skills as they climb the steps of the slide. The childminder talks to children about how they are out of breath and hot. This helps children to learn about the positive effects of exercise on their bodies.

The childminder has recently established links with other early years providers. She is currently sharing information about children's overall development and next steps. This sharing of information provides a consistency to children's care and learning and helps their transition to future settings they may attend.

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

The childminder has a secure understanding about the welfare and learning and development requirements. She works well alongside her co-childminder to conduct regular observations of the children so that she can support their individual needs and abilities. The childminder uses these well to track children's progress and plan their next steps in learning. The childminder has a secure understanding about safeguarding and welfare requirements. She demonstrates a good knowledge about the possible signs and symptoms that a child is at risk of harm. The childminder takes the lead in conducting regular risk assessments of her home and for outings. She works well with her co-childminder to identify and prevent any hazards.

The childminder is responsible for preparing meals for the children. She ensures she follows good hygiene procedures when storing and cooking the food. The childminder is keen to attend a food and hygiene course to enhance her expertise. Her good self evaluation takes into account parents and children's views through questionnaires and verbal feedback. The childminder works well with her co-childminder to review and look at their practice. They have a clear and successful improvement plan showing actions they wish to address to improve the overall outcomes for the children. For example, the childminder is keen to purchase more musical instruments to enable children to use these further alongside their dance and movement sessions.

The childminder and her co-childminder work well together to support families and their children. The childminder communicates with parents verbally supporting these communications within a written diary log. This ensures parents are well informed and enables them to refer to information within their home environment. The childminder has started to form links with other early year's providers. She is currently sharing information with these settings about children's care and overall development. The childminder is awaiting information from external agencies involved with the children at the other settings. She is keen to follow actions and strategies put in place to ensure consistency for the children.

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	EY449492
Local authority	Hampshire

Inspection number	880276
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	Not applicable
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

