

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 demonstrates a good understanding about child development. She uses this knowledge well to help extend children's learning.
- The childminder works well in partnership with parents. She offers a variety of methods of communication to ensure parents are well informed.
- The childminder organises the environment well to enable children to choose resources and activities.
- The childminder values feedback from parents and uses this feedback to maintain improvements to the provision.

It is not yet outstanding because

- the childminder has limited resources such as treasure baskets and sets of items to help support and consolidate children's communication and language skills
- the childminder has not fully implemented words or resources from young children's home languages to help babies who become tired or distressed, to settle.

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 works with her co-childminder from 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 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 range of objects of various textures and weights in treasure baskets to excite and encourage babies' interests and to enable children to build and consolidate their increasing vocabulary
- find out from parents key words and songs used in English and in languages other than English, and use them in the setting to help babies to settle.

Inspection judgements

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

The childminder provides well for children's increasing learning and development. She conducts effective observations of the children and uses these to track and plan for children's progress in all areas. This information provides the childminder with a good understanding about how to help all children achieve their potential. She shares information well with parents about children's individual development, enabling parents to continue learning at home. The childminder has a good understanding about the two year check and is in the process of conducting these for the children she minds.

The childminder works well overall in identifying the next steps for the children to develop and consolidate their communication and language skills. She reads stimulating stories to the children involving repetition of words to help children hear and become familiar with different vocabulary. The childminder makes the story fun as she changes the intonation in her voice for the different characters. This helps children to remain interested and enthralled. However, she currently has limited resources such as treasure baskets and sets of items to help children to develop and consolidate new vocabulary. For example, by exploring sets of items and learning what they are called and how to pronounce them.

The childminder effectively plans the layout of the environment to interest and stimulate young babies' senses. For those who are beginning to move she places toys of particular interest slightly out of the children's reach. This encourages the young child to explore the space near them and develop their physical skills.

Toddlers engage well as they create shakers with empty bottles and a variety of different materials. The childminder extends the learning as she asks open questions such as 'what are these called?' and 'do you know what colour these are?' She listens to children's responses and praises them for their answers. This in turn helps boost children's self esteem and confidence. The childminder adapts the activity well for different age groups. She involves babies by giving them an empty bottle to explore. They bang the bottle against the highchair and feel the bottle with both their hands and mouth. This provides babies with the opportunity to explore objects using their different senses. The childminder is vigilant in ensuring babies remain safe as she removes the bottle top before allowing children to explore the bottle.

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

The childminder and her co-childminder work well together to offer children a well resourced and welcoming environment overall. Children are able to self select toys and resources from low level storage and shelving. This in turn develops their independence and exploration skills. An established key person system helps children and families to form secure attachments with their linked childminder. The childminder obtains information from parents at the outset regarding children's homes lives, interests and routines. This information helps the childminder to provide a smooth transition for the children. The childminder has started to implement resources for children with English as an additional language such as 'welcome' displayed in the children's home language. However, resources are currently limited to help young babies to settle if they become tired or distressed. For example, through playing lullabies and familiar rhymes in the children's home languages.

Children behave well because the childminder has created a set of ground rules. She gently reminds children of the rules to help them to learn good conduct. When a dispute arises between young children, the childminder talks to them at their level, encouraging them to share and take turns. She talks to children about the reason for safety rules. For example, if they climb on the sofa they may fall and hurt themselves. This helps children to learn how to behave and to take some responsibility for their own safety. The childminder discusses with young children the healthy benefits of their food, at a basic level, due to their young age. For example, she talks about how vegetables help to make their bodies strong and grow bigger. The childminder communicates well with parents for those who provide their young babies with food from home. She prepares the food following the instructions from parents and this helps to meet children's individual needs and dietary requirements.

Children enjoy regular walks to local parks and have fun moving their bodies to familiar music and action songs. This encourages children to participate with exercise and develop a basic awareness about healthy lifestyles. The childminder provides young babies the space to lie on the floor, move, kick their legs and wave their arms. This helps young children to participate with exercising their limbs, making them stronger for their next stages of physical development.

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

The childminder has a secure knowledge of the learning and development and welfare requirements. She observes children on a regular basis and uses this information to track children's development. She works closely with her co-childminder demonstrating a good understanding about the children's individual care and development and their next stages in learning.

The childminder has a secure understanding about safeguarding procedures and how to keep children free from harm. She knows what to do if she has any concerns about the children in her care. This ensures children's welfare is well monitored and protected. The childminder takes the lead in implementing a good range of policies and procedures that reflect all aspects of her business. She works effectively with her co-childminder in maintaining up-to-date information and a regular review of procedures that they share with parents. The childminder and her co-childminder have worked effectively to ensure they identify strengths and weaknesses within the provision and practice. Their self evaluation takes into account the views of parents and the children. For example, the childminder now displays a weekly menu in response to a parent request in the parents' questionnaire. The childminder is keen to attend further training courses to further her professional expertise and knowledge.

The childminder communicates with parents on a daily basis. She works effectively with parents and children who have just started at the provision. She keeps parents well informed about activities through regular text messages and phone calls. This helps to reassure parents that their children are okay and settled. The childminder has implemented detailed monthly newsletters to ensure parents are up-to-date with what is happening at the childminding provision.

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
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		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	EY449577
Local authority	Hampshire
Inspection number	880279
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6

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.

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.

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