

Inspection date	19/02/2013
Previous inspection date	27/01/2009

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

- Babies and young children build a good relationship with the childminder and benefit from her time and attention. They are happy and settled.
- Overall, a good variety of play activities are on offer for older children, which enables them to make steady progress in their development.
- Parents report positively about the provision because there is good emphasis on working together on care and development matters.

It is not yet good because

- There are too few play resources available for babies and young children, to promote their physical skills.
- The childminder does not always reflect on and evaluate what children are learning from activities to re-shape future experiences.

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 relevant documentation including some safeguarding documentation, learning records.
- The inspector viewed letters from parents.

Inspector

Loraine Wardlaw

Full Report

Information about the setting

The childminder registered in 1995. She lives with her husband and four children in the West End area of Southampton. The ground floor of the home is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is currently minding two children in the early years age group. The childminder is able to walk to local schools to take and collect children. The family has a pet dog. The

childminder holds a National Vocational Qualification level 3.

What the setting needs to do to improve further

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

- improve the educational programme for younger children by extending play resources to match babies and toddlers needs, for example push-along toys, which promote children's physical development.

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

- reflect on learning activities more closely to adapt future experiences, for example, use pictures and play resources to illustrate counting songs, rhymes, and number stories.

Inspection judgements

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

Older children demonstrate confidence and enjoyment in their play and learning. They purposefully engage in child-led play and are supported generally well by the childminder and the childminder's older children. For example, they move a child-size chair to the fridge, sit down and explore the magnetic letters and numerals. They line up some letters of their name and recite some numeral names accurately, demonstrating their awareness of literacy and numbers. The childminder spontaneously encourages them to put the numerals in the right order and to sound out the letters of their name. As a result, children enjoy suitable challenges to their learning in child-initiated play. Older children demonstrate their assertiveness and clear sense of belonging to the setting and the childminders 'family'. They tell them articulately how they can help, and demonstrate their knowledge in the play and learning experiences. For example, they look at the childminder and baby playing together, and say 'you can't push the button too hard otherwise the battery will run out'. This shows their good communication skills and awareness of technology.

Younger children's play and learning experiences are less effective in certain areas than the provision for older children. This is because the childminder does not provide enough age-related toys for them to explore and develop their physical skills. Babies sit happily on the floor touching and grasping the available toys and are particularly interested in noisy mechanical toys. The childminder sits with them on the floor and plays. There is plenty of

space for babies to crawl, but resources which promote large movement skills and pre-walking skills, are not available, or planned effectively. Observation, assessment and planning records, illustrate well the good variety of activities older children participate in. For example, baking and making musical instruments. The clear records track children's progress, but the implementation of children's next steps for younger children is less secure in terms of their physical development. Overall, the childminder has a satisfactory knowledge of how to promote and implement quality learning experiences for different age groups of children. This means that children are acquiring some skills for their future learning.

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

Children are happy and are growing securely in self-assurance. This is because of the kind and sympathetic care offered to them by the childminder. Babies new to the setting show a secure bond towards the childminder and enjoy close contact and cuddles throughout the day. Older children demonstrate they have learnt the boundaries of behaviour through positive encouragement and other strategies such as a reward sticker and chart system. This helps them to cope with age related frustrations, to deal with their feelings and feel positive about themselves. Children feel safe and secure and learn about safety matters. For example, they know how to react in an emergency whilst carrying out a fire drill and talk about crossing the road safely.

The childminder follows a hygienic nappy changing procedure with babies, using gloves and a changing mat. Older children are encouraged to wash their hands before eating. Babies and children's mealtimes are a social occasion for them to sit together; babies safely strapped into a low chair at the table. They enjoy their food supplied by their parents, which is nutritious and healthy. The childminder shares with parents her written food and drinks policy, which promotes healthy eating. Child-initiated outdoor play in the garden takes place during the morning. Older children eagerly put on their coats and boots and go outside in the winter sunshine, to explore the sand or jump on the hopscotch. The childminder makes use of local play areas and the woods to promote children's physical development. Overall, the childminder provides a suitably stimulating environment to support children's development. Indoors, a home-made cardboard house is on offer, with books and age-related toys in the lounge and large kitchen area. This enables the children to make some choices in their play and prepares them appropriately for their next stage in learning.

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

The childminder is fully aware of and meets her responsibilities regarding the safeguarding and welfare requirements. She has a secure understanding of how to implement her child protection procedure in the event of any child welfare concerns. The childminder ensures her home and garden are safe and clean for children, each morning. She has a risk assessment checklist, which she completes to ensure hazards are minimised. Her

safeguarding and welfare documentation is up to date and well-organised. The childminder evaluates her provision and accurately identifies her strengths and areas for development through her Ofsted self-evaluation form. She feels her knowledge of the learning and development requirements is an area for development and since her last inspection has attended courses. For example, she has gained a National Vocational Qualification Level 3 for children and young people. In addition she has attended workshops relating to children's behaviour and observation.

Her evaluations of her practice shows she is dedicated to her work and is keen to access further courses, such as the two-year-old check. However, the childminder does not always reflect on children's learning activities, and think of ways to adapt and improve learning outcomes. For example, during a duck pond game, the children lose interest and the childminder does not consider ways she could make it work better next time. The childminder demonstrates an ability to provide a strong, collaborative approach to working with parents. She builds good relationships with them through her clear lines of communication and open, friendly nature. This includes sharing with parents an informative diary, her observations, tracking sheets and attractive records of children's play and learning. Together they discuss children's individual care and learning needs to ensure they are met. For example, they discuss about how to manage children's behaviour and how to successfully toilet train children. Parents write appraisingly and knowledgeably about the setting. They give good examples of working together on matters such as promoting numbers in play and learning. This effectively contributes towards consistency of care and learning. The childminder has a good links with children's pre-school and she is knowledgeable about individual children's care and learning matters. She ensures they work together on all child development matters.

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 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	111893
Local authority	Hampshire
Inspection number	813414
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	27/01/2009
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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