

Inspection date	08/03/2013
Previous inspection date	13/10/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children develop high levels of confidence, independence and self-assurance because the childminder gives them choices, responsibilities and frequent praise to make them feel positive about themselves.
- The childminder provides a safe environment. She makes daily checks using robust risk assessments that she reviews regularly. This means that children are safe in her care.
- Children are developing a good understanding of personal safety under the close supervision of the childminder.
- Children make good progress in their learning and development because the childminder has a good understanding of how children learn and effective assessment systems, so matches activities to their individual interests and stages of development.

It is not yet outstanding because

- partnership with other early years settings children attend is does not fully support consistency in children's learning and development
- the educational programme for understanding the world fully supported due to few resources to promote children's understanding of 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 reviewed children's assessment records and a range of policies and other documentation.
- The inspector observed the childminder playing with the children and talked to her at convenient times throughout the inspection.
- The inspector also took into account the views of parents by reading the questionnaires completed by them.

Inspector

Lindsay Osman

Full Report

Information about the setting

The childminder registered in 2001. She lives with her husband and three children in the Sholing area of Southampton. All areas of the ground floor are used for childminding and there is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder co-minds with another childminder. Currently there are 17 children on roll; six of whom are in the early years age group. The childminder is open from 7.30 am - 6.30 pm. Children attend for a variety of sessions. The childminder is able to walk or drive to the local schools to take and collect children. The family keeps tortoises, a bearded dragon and a pet pig. The childminder has recently completed the Foundation degree.

What the setting needs to do to improve further

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

- develop the educational programme for understanding the world by incorporating further resources, such as cameras and programmable toys, to aid children's understanding of technology
- develop consistent care and learning by ensuring there is a regular two-way flow of information with other early years settings children attend.

Inspection judgements

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

The childminder has a very good understanding of how children learn. She has recently completed a local authority course and is able to use different methods to promote children's learning and development well. This training has had a positive impact on practice as the childminder observes children closely and provides for their individual interests and stages of development. She stretches learning through effective questioning. For example, one child was particularly interested in building a train track and she said "Shall we get that bit to join up? How can we do it? The child replied, "Pull it." The childminder said, "Show me", encouraging the child to solve the problem. The child then confidently pulled the track together so that the pieces joined. The childminder then praised the child for the achievement. The childminder extended the discussion by asking the children whether they had been on train journeys. The children spoke about seeing animals in the wood as they travelled. The childminder then offered animals to the children to extend their imaginative play.

The childminder effectively complements children's learning with fun activities that reinforce and further develop their knowledge and skills. She supportively interacts with children as they sit together to sort the coloured fruit. She effectively develops children's vocabulary as she repeats the colours and encourages the children to count the fruit. Children's mathematical understanding is promoted in a variety of ways. For example, they count the fruit into the sorting bowls and the banana slices as they prepare their snack. Children enjoy a wide selection of books. They are keen to take part in reading and are delighted as they choose their favourite books and sit comfortably with the childminder to listen to a familiar story.

Due to her secure knowledge and understanding of development, the childminder makes accurate assessments enabling her to plan effectively for their next steps in learning. This system means that children consistently make good progress. Children make good progress from their starting points on entry. Observation files and progress reports are completed to ensure parents are kept up-to-date with their children's achievements.

The childminder works very closely with parents, consistently sharing information through the daily diary and the children's journals. She values the information they provide about their child's learning and development, this enables her to plan an effective range of activities. Relationships between the childminder and the preschool that some children attend, are established, and some information is shared. Children make are becoming active independent learners; this prepares them well for their future learning as they get older.

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

Children are happy as they relate well to the childminder, showing confidence and security in her care. This is because partnership working with parents is good, which ensures continuous exchange of information. The childminder obtains clear information on children's interests, routines and individual care needs before they start. This helps the childminder to provide individualised care for each child which helps them to settle in her care. It also enables each child to form secure emotional attachments to the childminder. The childminder encourages new parents to visit with their children and stay and play for a number of sessions. This means she can get to know the families well, before she starts to look after them. It also helps ensure a smooth move for children from home to the childminder's care. The childminder is a good role model and children's achievements are highly praised. This helps to develop their self-esteem.

The area dedicated to children's use is spacious. It is well organised and opens into an enclosed garden. Children have space to play and are able to choose freely from the range of resources and toys that promote all areas of learning well overall. These are stored in labelled storage boxes. This helps ensure that children are motivated and interested and make good progress towards the early learning goals. However, there are limited opportunities for children to develop their knowledge of technology and use of programmable toys in the programme for understanding the world. Children's

independence is promoted well. They move around the home with confidence and independently choosing the resources they wish to explore.

The childminder ensures that children are protected well and know what to do in case of an emergency. Children learn to manage their own safety, for example, as they use a knife to cut fruit under the close supervision of the childminder. They stay healthy as they use disposable towels and eat healthy meals and snacks. Children learn to manage their own needs competently as they independently help themselves to snacks.

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

The childminder is pro-active in developing her knowledge and understanding and consistently reviews her training. For example, she has recently attended a course run by the local authority about interactions with children. This has had a positive impact on her practice and she now thinks before intervening and will observe the play and decide on the best action to take to promote good learning opportunities for the children.

The childminder has made good progress in meeting the recommendations identified at the last inspection. She has now improved her planning to ensure children's ongoing development. This results in children making good progress towards the early learning goals. The childminder welcomes parents' views and opinions about the service she provides and is therefore able to make any changes, in order to meet their needs. The childminder monitors and reflects on her practice which helps her to identify her strengths and areas for further development. She completes the Ofsted self-evaluation form and obtains the views of parents through daily discussions and questionnaires. Parents make positive comments about the childminder in their questionnaire replies. These include how happy their children are in her care.

The childminder's documents are thorough and regularly reviewed, underpinning her practice well. They are shared with parents effectively to ensure that they are familiar with how she works. Children are safeguarded because the childminder demonstrates a good understanding of what to do should the need arise in regard to child protection. Effective risk assessments, such as a daily check list and regularly practising the emergency evacuation procedure all help keep children safe. All adults in the house are suitably vetted and visitors are monitored as they are required to sign in. Parents are fully informed of what to do should they have any concerns.

The childminder has high expectations of the children and recognises that they are making good progress since starting with her. She knows children learn well as they play and explore and she understands that children should be encouraged to think for themselves from an early age. The childminder has some understanding of the two-year-olds' progress check, and her observation and assessment systems are sufficiently effective to provide her with the necessary information when needed, in order to report to parents.

The childminder has developed good relationships with parents and others involved in the

children's care. However, there is scope to enhance the partnership between the pre-school that some children also attend and the childminder, so that it is fully effective in supporting children's continuity of learning and development. The childminder understands the importance of working closely with them and involving outside agencies so that should the need arise, appropriate support for children with special educational needs and/or disabilities is provided.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	161014
Local authority	Southampton
Inspection number	814256
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	17
Name of provider	
Date of previous inspection	13/10/2010
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, which are usually the childminder's 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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