

<b>Inspection date</b>	12/03/2013
Previous inspection date	24/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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## **The quality and standards of the early years provision**

### **This provision is good**

- The childminder has a good understanding of the requirements of the Early Years Foundation Stage and this supports her in her practice.
- Children feel happy and secure in the childminder's care and become confident to try new experiences.
- The childminder makes accurate evaluations about children's stage of learning and development once they are established in her setting. She uses these to plan activities that help the children move forward in their learning.
- The childminder keeps parents well informed through daily discussions and daily notes.

### **It is not yet outstanding because**

- the childminder does not obtain information from parents, when children first start, about children's skills abilities and interests at home to determine children's starting points.
- children are not consistently introduced to the sounds of letters, and to writing in lower case letters, to enable them to learn about letters and words.

## 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 observed the positive interaction between the childminder and children.
- The inspector sampled the observations and assessments made on the children.
- The inspector took into account the views of the parents and children that had been previously recorded.
- The inspector engaged in conversations with the childminder and children.

## Inspector

Amanda Shedden

## Full Report

### Information about the setting

The childminder was registered in 1998. She lives with her husband and two children, who are teenagers, in the Locks Heath area of Southampton, Hampshire. All areas of the property are available to the children however childminding mainly takes place downstairs in the playroom and kitchen. There is a fully enclosed garden available for outside play. The childminder is currently minding two children aged under eight years of age, of these, one is on the early years age range. Children attend on a full and part-time basis. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children.

### What the setting needs to do to improve further

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

- collect information from parents, when children first start, about children's skills, abilities and activities at home to help to determine children's starting points
- talk to children about letter sounds in familiar words and demonstrate writing in lower case letters so that children can see spelling and writing in action.

## Inspection judgements

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

Children are happy and settled and make good progress in their learning. They enjoy their time with the childminder. They confidently discuss what they wish to do with the childminder. Children engage in activities that support their development, for example, they identify different fruits, decide which ones they want for snack and write this on their table mat. This helps them to understand that writing has many different purposes. Children enjoy matching pictures and letters together. However, the childminder does not encourage the children to learn about the sounds letters make and she models writing in upper case letters. Therefore children who are about to go to school do not learn about the structure of words and how to blend letter sounds to support their reading skills.

Children play with a range of materials. For example, they manipulate dough and make it fit the pre-drawn shapes and pictures. Children use their imaginations as they play with the small world resources. They identify the king and queen and turn the other people into an audience. The king and queen then do a song and dance routine in front of their

audience, receiving clapping and cheering at the end of the routine. The childminder's open-ended questioning encourages children to contribute their own knowledge and experiences to the discussions about their activities. During a board game the childminder and children talk about eggs being in the nest and what noises the different animals make. The childminder introduces counting and mathematical language about size and volume while the children play 'washing up'. She asks them 'Which is the largest container?' 'Which will hold more?' and she talks about 'half way' and 'nearly full' to develop their understanding.

The childminder has an accurate understanding of children's progress as she completes regular observations and assessments once children have settled in the provision. She uses these to identify next steps in children's learning and development and, as a result, children make good progress across the areas of learning overall. She understands the requirement to complete progress checks for children aged two years, when this is applicable to her provision. Children are well-prepared for the next stage in their learning.

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

Children are confident and eager to participate in the range of activities that have been agreed between themselves and the childminder. Each day they discuss what they would like to do. The childminder supports their decisions and skilfully interacts with the children so they are continuing to learn through their play.

The childminder supports and encourages children to be independent and to look after themselves. For example, children are aware of the need to wash their hands before eating. They proudly show that their hands are dry and talk about the smell of soap on their hands to demonstrate that they have done the job properly. They ask for wipes if they make a mess when eating and they wash their hands again after, for instance, peeling an orange.

Children enjoy exercise and they spontaneously choose to run and jump and do push-ups indoors. They become out of breath and announce 'That was good. It will give me more energy'. They have drinks when they are thirsty and confidently talk about foods that are good for them, choosing which ones they want for snack. Children benefit from regular opportunities to be active as they walk to school each day and visit different parks and soft play centres.

Children's behaviour is very good. The childminder discusses the house rules with them and incorporates them into the daily routine. Children learn to socialise with other children of their own age as they attend local groups, such as the childminders' group. The childminder is a good role model. She talks calmly to the children and focuses on the positive aspects of their behaviour, which builds the children's confidence and self-esteem.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She has undertaken training to develop her knowledge and skills and is currently undertaking a level three qualification in childcare. This has helped her meet all the requirements from the last inspection well. The childminder has attended training linked to safeguarding and this has resulted in her having a good knowledge of what to do if she has a concern about a child. The childminder is vigilant and reminds children of safe practices, fostering children's awareness of safety through their play and daily activities. She carries out daily checks and completes written risk assessments to promote safety in the home, garden and on outings.

The childminder evaluates her practice well, with input from both the parents and children. This has enabled her to have an accurate understanding of how to develop it further. For example, she has obtained bean bags so that she and the children can read books in a cosy area together. A good range of up-to-date written policies and procedures are in place and shared with the parents so that both parties are aware of their responsibilities.

The childminder effectively uses the 'Development Matters in the Early Years Foundation Stage' guidance to identify and monitor children's progress and to plan a suitable range of activities. She works closely with parents to narrow any achievement gaps and identify children's next steps so that each child reaches their full potential.

Children benefit from the childminder's strong partnership with parents. The childminder effectively works with parents to resolve any issues and follows children's individual routines to meet their needs. The childminder seeks information from parents about children's care needs when a child starts. However, she does not ask the parents for information about children's skills, interests and abilities. This means she is not able to determine children's starting points from the outset so that she can plan for their next steps immediately. The childminder regularly shares children's development records with parents to establish an accurate understanding of children's individual needs. She actively involves parents and keeps them informed of daily activities, through discussion, daily sheets and photographs of the children undertaking different activities. Parents value the childminder, stating she is caring, professional and dedicated.

### **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 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

<b>Unique reference number</b>	112426
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	813423
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24/02/2009
<b>Telephone number</b>	

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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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