

Inspection date	06/03/2013
Previous inspection date	20/10/2010

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

- The childminder encourages younger children's sense of belonging and their communication and language, through close contact and individual conversations.
- The childminder has developed positive relationships with parents and promotes a shared understanding of children's level of learning.
- The childminder has created a child-centred environment where children can move freely and find a wide variety of resources to meet their individual needs and interests.

It is not yet good because

- The childminder does not hold a current certificate in first aid training and this impacts on the safety of children attending.
- The childminder has not used the observations and assessments of children's progress to consistently plan activities for their next steps in learning.
- Self-evaluation does not effectively identify or prioritise areas for development or take account of the views of parents and children.

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 arrived and explained the inspection process.
- The inspector viewed all areas of the home and garden.
- The inspector gained evidence through discussion and through observing the children with the childminder.
- The inspector spoke with parents and viewed relevant documentation.
- The inspector shared the inspection judgements.

Inspector

Christine Clint

Full Report

Information about the setting

The childminder registered in 2010. She lives with her husband and three children of school age, in a residential area in Lee on Solent, Hampshire. All areas of the house are used for childminding, with toilet facilities available on both floors. Children play on the ground floor only; they use the open-plan kitchen, dining room and sitting room area. There is a fully enclosed garden for outdoor play. The family have two cats. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is currently caring for nine children on a part-time basis. Two children are over the age of eight years and five children are in the early years age group. The childminder visits local toddler groups on a regular basis.

What the setting needs to do to improve further

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

- improve the planning for children's next steps in development using the observations of children's play and learning
- maintain a current paediatric first aid qualification

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

- develop systems of self-evaluation to improve the quality of the provision, taking into account the views of parents and children.

Inspection judgements

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

The childminder has a sound understanding of the Early Years Foundation Stage. She provides a balanced range of activities and learning opportunities, which are appropriate for children's age, and stage of development. She spends all her time with the children and uses clear skills of explanation that encourage and enable children to make choices. For example, the childminder provides resources to make cards and she explains how children can fix the tissue paper with glue. She shows children the different techniques and leaves them to make their own designs. The childminder maintains children's interest through conversation, encouraging them to name colours and count as they take part. In this way, the childminder steadily supports children's speech and language. She

appropriately introduces open-ended questioning through regular conversation and through daily routines. Children talk about what they do at home and naturally extend their language skills during discussion.

Children learn to count and understand how to use their fingers to count in low numbers. They play with water using scoops to fill containers, learning how to recognise and describe quantity, size and shape. Children have printed patterns using spaghetti to make marks on paper. The childminder includes very regular outings and children can experiment with musical instruments, learning how to make sounds. The childminder encourages the movement of babies; she uses a baby bouncer that enables babies to stretch and reach the floor. Babies use their toes to push and bounce, strengthening muscles and gaining enjoyment from motivating themselves. Older children use larger play equipment and confidently learn how to fit shapes together to make a star shape.

The childminder has systems to observe and assess children's development. She is clearly recognising their individual progress and this is evident from the wide variety of outings and activities that children enjoy. However, the childminder is not using her observations to consistently plan for children's next steps in learning. She has introduced documentation for children's two-year written assessments and she is aware of showing children's progress in the prime areas of learning between the ages of two and three years.

The childminder has developed positive relationships with parents and she has sound continuity with families. She obtains detailed information from parents when children start at the setting that includes children's level of development, their capabilities and their preferences. This promotes a shared understanding of the importance of children's learning. Parents clearly show their support through daily verbal exchanges, they recognise the progress children are making in their learning and development.

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

The childminder encourages younger children's sense of belonging. She is aware that babies and younger children need close care and supervision at all times to develop and make progress. The childminder naturally talks to them about what she is doing next; she also uses eye contact and facial expressions. For example, she enables babies to understand and respond positively when she is preparing their bottle of milk. She supports children's emotional development in a caring environment. The childminder provides a good level of supervision and close contact with younger children. She recognises when babies need support and meets their individual needs. Older children talk about why they need to wear aprons when gluing, they practise putting these on themselves. They are encouraged to tidy some toys away before they start the craft activity. This promotes children's understanding of responsibility and develops their independence. The childminder uses praise and thanks older children for helping when they assist with the needs of the babies. She is positively encouraging and building relationships between younger children. The childminder uses distraction to manage behaviour; she talks to children quietly and gains their trust.

Children learn about eating healthy food and drinking fluids regularly. They eat fruit that the childminder prepares and they have home-cooked meals if they stay all day. The childminder has flexible arrangement for individual children and she happily provides food to meet dietary needs. Children learn to follow regular daily routines of washing their hands before eating. The childminder uses wipes for babies' hands; she also follows hygienic routines for nappy changing. Children have regular opportunities to take part in exercise and they visit outdoor play spaces to run and extend their energy. They sometimes have swimming sessions with the childminder when the number of children attending is low. Children ride bicycles competently and they gain confidence and strength practising on bouncy castles or soft play provision. The childminder encourages children's understanding of safety because they practise fire drills with her regularly. She has explained to older children that they must leave the house quickly and take nothing with them. The childminder has a fire plan displayed and children learn the exit routes.

The childminder has created a child-centred environment where children can move freely and find a wide variety of resources. Children show interest and the childminder meets their individual needs and promotes their all round development.

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

The childminder understands her responsibilities in meeting the learning and welfare requirements and she is clearly meeting the majority of these. However, she does not hold a current first aid certificate. This is a breach of the registration requirements to safeguard and meet the needs of children in her care. In addition, the childminder does not meet the requirements of the Childcare Register. She has previously attended training and she is aware of managing and responding to any first aid needs.

The childminder has developed a range of policies and procedures to manage the provision and she shares these with parents. She soundly understands her responsibility to safeguard children. She has attended training in child protection and has all information available. The childminder knows how to refer any concerns about the children in her care. She has detailed written assessments of all risks in the home and has safety equipment in place. There are also suitable risk assessments for all outings and these promote the safety of children.

The childminder has made progress and introduced systems to assess children's development across the areas of learning. The recorded observations show that the childminder recognises children's achievements. She is willing to extend her own learning and understanding of the Early Years Foundation Stage through attending further training.

The childminder has developed her close links with parents and other agencies to promote individual children's progress. She has also included evidence from parents support her childcare abilities. However, she has not effectively developed systems to evaluate her

provision and use the views of parents and children to make improvements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure an appropriate first aid qualification is maintained (compulsory part of the Childcare Register)
- ensure an appropriate first aid qualification is maintained (voluntary part of the Childcare Register).

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 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	EY407004
Local authority	Hampshire
Inspection number	904018
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	20/10/2010
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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