

Inspection date

10/04/2013

Previous inspection date

09/07/2009

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

- The children enjoy the childminder's company and respond well when she joins in with their play and learning.
- The childminder uses the information from parents about children's daily routines and health needs to promote children's well-being.
- The childminder has positive relationships with the parents and encourages them to speak freely with her about any issues or concerns regarding their children.
- The childminder demonstrates a positive drive for improvement through attending further training.

It is not yet good because

- The childminder lacks knowledge and understanding of how to use consistent behaviour management strategies to encourage children to get on together as they play.
- The childminder does not accurately assess children's development and as a result does not plan first-hand experiences to challenge and extend children's learning.
- Learning environments and resources are not well organised to enable children to make choices and to explore and be challenged in their learning.

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 activities in the main living room.
- The inspector spoke to the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, the self-evaluation form and a selection of policies and children's records.

Inspector

Alison Kaplonek

Full Report

Information about the setting

The childminder registered in 1997. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children in the village of Marchwood in Hampshire. Children use the ground floor of the house where there are sleeping and toileting facilities and a secure garden for outside play. The childminder is currently caring for two children in the early years age group. There are local schools and pre-schools nearby, and the childminder walks to these to take and collect children.

What the setting needs to do to improve further

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

- increase skills and knowledge of how children learn and how to assess their progress, by observing children to understand their level of achievement, interests and learning styles and shaping learning experiences for each child reflecting these observations. Using this knowledge and that gained from working with parents, plan first-hand experiences and challenges appropriate to their development
- improve knowledge and understanding of how to use consistent behaviour management strategies, and plan and provide activities which give clear guidance for children about what is acceptable behaviour.

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

- improve use of both the indoor and outside learning environments and resources to enable children to make choices and to explore and be challenged in their learning.

Inspection judgements

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

The childminder has a basic knowledge and understanding of the seven areas of learning of the Early Years Foundation Stage. She provides a range of activities that generally follow children's interests and abilities and children make satisfactory progress in their learning and development. The childminder promotes children's language development reasonably well. The children enjoy conversations with the childminder and her family

about what they have been doing, what they have seen and what they enjoy. Children try new words and the childminder repeats them back clearly and accurately to help extend their communication and language skills. She encourages children to have another attempt and they laugh together as children successfully repeat words such as 'sparkly' over and over again. Younger children enjoy making marks, as an early introduction to writing, and copy older children as they draw around their hands or talk about which colours they like.

Babies and toddlers develop their physical skills while visiting other settings or when out for walks to the local park. Children learn to hop on one leg as they play indoor hopscotch. They talk about numbers as they jump from square to square. Younger children are encouraged to recognise the number of their age. They start a game where they bring pieces of the number puzzle to the childminder; she tells them the number while encouraging them to repeat the words after her. They start to hear positional language as the childminder tells them they are holding the piece upside down. The childminder does not extend these activities by adding further resources or using additional questioning. This has an impact on their mathematical development.

The childminder makes some observations for each child and creates learning journeys with examples of their work and some information about the areas of learning and development. She makes assessments of children's progress using her experience of caring for children over many years. As a result she is generally able to identify what the children in her care are able to do. She has documents in place to enable her to complete the required progress check for children aged between two and three years when these are required. However, the childminder does not have a thorough knowledge and understanding of how to make sufficiently accurate assessments to enable her to plan clear next steps for each child. As a result of her lack of knowledge regarding children's expected levels of development the childminder often underestimates children's abilities. Consequently activities are not always sufficiently challenging to enable children to make the best possible progress.

The childminder talks to parents when their children first start in her care to share information about their child's routines and daily care needs. She shares the children's learning journeys and gives parents verbal feedback about their children's daily routines and what they have enjoyed. However, the childminder does not encourage parents to be involved in contributing to an initial assessment of children's starting points on entry to her setting. This has an impact on how well she is able to plan and support their next steps for learning.

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

Children and babies feel safe and secure with the childminder and her family. The childminder enjoys the company of the children and they too enjoy the fact that she joins in with their play and learning. They approach her with questions and ask her to name the colours of the crayons or read a story. The childminder makes sure that she uses the information from parents about children's daily routines and health needs to promote

children's well-being. Care practices are sound and older children learn about keeping themselves safe as they walk to school or use local facilities. Younger children confidently move between rooms knowing that they are safe and secure. The childminder follows clear hygiene routines and makes sure that toddlers have their noses wiped frequently if they have colds. The childminder secures the safety of children. She uses safety equipment such as fire blankets and smoke alarms and records accidents and any injuries to children.

The childminder provides children with a satisfactory range of resources each day and organises these so that children have some free access. Children confidently help themselves to the books or construction kits, which promotes their increasing independence. They sit at the small table and concentrate well on their drawing and talk about the range of crayons available. They have some opportunities to play in the garden when the childminder considers the weather is suitable. Although these resources are changed depending on the children attending each day, there are too few available to enable children to have much choice or to keep their interest. They are limited in their ability to explore and be challenged in their learning.

Children behave reasonably well while kept occupied by the childminder. They learn to say please and thank you and to share out the stickers. However, when the childminder's attention is taken away or they finish what they are doing, they find it hard to share. This results in them starting to argue over play materials, snatching crayons from each other and becoming upset. The childminder uses some strategies such as talking to the children or trying to distract them to help them learn about right and wrong. However, she lacks a clear understanding of how to plan interesting activities which incorporate children's learning about making relationships and how to manage their feelings and behaviour. Consequently, her intervention is sometimes ineffective.

Children go out regularly for walks in the local area or to the local park. They meet with other children and adults at toddler groups and develop their social skills. This helps to prepare them for the next step in their life such as starting at pre-school or infant school.

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

The childminder is reasonably well organised and makes sure that her setting operates smoothly on a day-to-day basis. She supervises children closely and provides a safe and calm environment and reasonably good adult support. She is keen to make further improvements to her practice and the outcomes for children through accessing training opportunities. She has completed a range of courses, including first aid, food hygiene, and safeguarding since her last inspection. She has made some improvements to the way she makes her observations and assessments. Since her last inspection the childminder has also carried out some evaluation of her practice. She has successfully identified some of her strengths and areas for improvement. However, her lack of knowledge regarding managing children's behaviour and providing good quality learning and development experiences has an impact on children's abilities to reach their full potential.

The childminder has a sound understanding of her duty to safeguard children and to meet the safeguarding and welfare and learning and development requirements. She has completed online training in how to safeguard children and has written a safeguarding policy to share with parents since her last inspection. The childminder knows the signs and symptoms to be concerned about and where to go to seek support if she needs to make a referral. This helps protect the children's welfare. She regularly carries out visual risk assessments of the premises to help ensure that children are safe and takes action to reduce potential hazards accordingly. For example, the childminder does not allow children under the age of six to use the trampoline and asks parents for written permission if they want to allow this.

The childminder has positive relationships with the parents, who are also her friends. She encourages them to speak freely with her about any issues or concerns regarding the children. She verbally shares information about each child's daily routines and achievements at the end of the day. Parents of small babies also have further information in a daily diary, which encourages two-way communication and supports children's well-being.

The Childcare Register

| | |
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| 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

| | |
|------------------------------------|-------------|
| Unique reference number | 112881 |
| Local authority | Hampshire |
| Inspection number | 813431 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 5 |
| Number of children on roll | 2 |
| Name of provider | |
| Date of previous inspection | 09/07/2009 |
| 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, 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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