

<b>Inspection date</b>	25/04/2013
Previous inspection date	02/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
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		4

### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- The childminder does not have a sound understanding of the learning requirements of the Early Years Foundation Stage.
- The self-evaluation system does not accurately reflect all weaknesses in the provision.
- The childminder does not plan, assess or monitor the children's progress effectively.
- Children are not offered challenges that would help them make good progress across all areas of learning.
- The childminder has not established links with other early years settings where children also attend to promote continuity of their care and education.

#### **It has the following strengths**

- Children feel safe and secure with the childminder.
- Children's communication and language skills are promoted.

## 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 interaction between the childminder and the children.
- The inspector talked to the childminder to establish her understanding of the Early Years Foundation Stage.
- The inspector sampled the childminders' policies and procedures.
- The inspector sampled a range of documentation, including children's learning journeys and written comments from parents to contribute to the inspection.

## Inspector

Amanda Shedden

## Full Report

### Information about the setting

The childminder registered in 1993. She lives with her husband and one adult child in the Midanbury area of Southampton. All areas of the property are available for childminding, although this mainly takes place downstairs. The bathroom and toilet are upstairs. There is an enclosed rear garden for outside play. The childminder is currently caring for three children in the early years age group on a part-time basis. She also offers care to children aged over five years. This provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

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

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

- develop observation and assessments to identify learning priorities to plan relevant and motivating learning experiences for each child linked to the areas of learning
- increase the understanding of the requirements of the Early Years Foundation Stage and how it relates to children's learning
- develop links with other providers of the Early Years Foundation Stage to ensure that children's needs are being met and that there is consistency of learning.

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

- strengthen systems for self-evaluation to accurately target areas for improvement and include parents and children in this process.

## Inspection judgements

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

The childminder has a weak knowledge and understanding of the learning and development requirements. She does not fully promote children's learning in all seven areas. She takes notes of children as they play, but these do not adequately reflect children's achievements or link to their age and stage of development. The childminder does not assess children's progress consistently to enable her to identify the next steps for their development. This lack of assessment and knowledge results in the childminder not

making any plans that would help to ensure children make suitable progress. Consequently, planning is ineffective and any progress in children's learning is incidental.

Nonetheless, the childminder's positive interaction with the children does promote their communication and language skills. She talks clearly to children, encouraging them to repeat some words and increasing their knowledge of new words. They look at books together, with the childminder naming the animals and asking open-ended questions like 'what noise does the animal make?' The childminder is introducing children to some simple mathematical language and understanding. As they use the shape puzzle, the childminder talks about the shape and colour of the objects encouraging the child to try and say the words. They receive praise when they successfully fit the pieces into the right slot.

The childminder carries out the two-year assessment check; however, because there are weaknesses in her knowledge of assessment, she does not use this information to promote children's ongoing learning effectively. Parents are aware of observations the childminder makes on their child and may look at their records at any time. This helps to involve parents in their child's learning and provide continuity.

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

When children start attending the setting, the childminder gathers information, so that she gets to know their individual needs. Children benefit from individual attention, which helps them feel secure with the childminder and fosters a close relationship between them. This gives children a sense of security and emotional well-being.

Children feel safe with the childminder; they will go to her for reassurance and cuddles, knowing the response will be positive. They are beginning to learn to share resources with reminders from the childminder not to snatch and to share. Children are encouraged to say please and thank you as they exchange resources with each other.

Children are learning about how to stay safe through the routines of the day and conversations. For example, the childminder straps young children into high chairs and pushchairs for their security and uses reins while they are out walking together. She talks to them about how the toy kitchen utensils are safe to use, but not hers. Each day they play in the garden or visit parks, which helps to promote their physical development and understanding of a healthy lifestyle.

Children are encouraged to select for themselves what they would like to play with from the selections on display. This helps to develop their independence. The childminder rotates the resources to give the children opportunities to engage in play that will support their all-round development. They make full use of the downstairs of the home, for example, using the play room when playing with the pretend kitchen and the lounge to sit and snuggle up to have stories or watch television.

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

**provision**

The childminder has undertaken training on safeguarding and has a suitable understanding of her responsibilities relating to the safeguarding and welfare requirements. There is a clear safeguarding policy in place with contact numbers to use if she has a concern about a child. She has a current appropriate first aid qualification to enable her to treat children's minor accidents immediately and correctly.

The childminder has a limited understanding about how children learn. She does not promote all areas of learning, as required. This lack of understanding results in children not having challenges in their activities. Consequently, the childminder is not meeting the requirements to support children effectively to help them make good progress in their learning. The childminder provides resources that result in some incidental learning for the children. However, she does not monitor the educational programme or identify how activities could promote children's learning. Consequently, children are not sufficiently challenged and do not make better progress.

The childminder has undertaken an evaluation, but it does not fully reflect her current practice and lacks detail of future plans, relevant to her provision. This oversight means that she does not clearly identify areas for improvement in her practice. The childminder undertakes some training and developmental opportunities to improve her knowledge and practice. In addition, she implements procedures, such as risk assessments and maintains a clean, safe and secure environment. The childminder has positive relationships with parents. Daily discussions take place to ensure there is continuity of care and parents know the experiences their children are having each day. The childminder has not established links with other early years settings where children also attend to promote continuity of their care and education.

**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>	131336
<b>Local authority</b>	Southampton
<b>Inspection number</b>	813749
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/03/2009
<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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