

Inspection date

08/05/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- There is a close relationship between the children and childminder which fosters their feeling of security.
- Children have great fun whilst being introduced to a range of sensory materials.
- Children behave well as the childminder offers them regular praise and encouragement and helps them learn how to share and take turns.

It is not yet good because

- The outdoor area is not used effectively to promote children's all round learning.
- Children cannot identify resources that are in boxes limiting their self- selection and independence skills.
- The childminder does not always consistently plan for all individual children's learning needs.

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 children, childminder and assistant.
- The inspector sampled the information kept on the children, including some observations.
- The inspector sampled the childminders policies and procedures.
- The inspector read the self evaluation form the childminder had completed.

Inspector

Amanda Shedden

Full Report

Information about the setting

The childminder has been registered to care for children since 2012. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder lives with her husband and son in a house in the Chandlers Ford area of Eastleigh which is close to local schools and shops. All areas of the property are used for childminding although children mostly use the downstairs rooms. Toilet facilities are on both floors. There is a fully enclosed garden for outdoor play. The family has two cats. There are currently 12 children on roll. The childminder has a relevant childcare qualification and frequently works with an assistant.

What the setting needs to do to improve further

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

- improve planning for children's outdoor play to help them learn the importance of a healthy lifestyle, to enable children who learn better outside to have experiences across all areas of learning and to enhance children's all round physical development
- improve consistency in planning for children's next steps in learning based on their individual interests and needs.

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

- develop children's independence and confidence in initiating their own play and learning by, for example, labelling storage boxes so they know what toys there are to play with.

Inspection judgements

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

The childminder has suitable knowledge and understanding of the areas of learning. She undertakes observations on the children as they play and learn. This gives her a developing understanding of their next steps. However her activity plans based on this knowledge do not always meet the individual learning needs for all of the children. For example, babies join in activities with older children and gain from these experiences but the childminder does not plan specific activities to support their individual learning and

development.

The interaction between the childminder, her assistant and children is appropriate and supports the children in their communication and language skills. They talk clearly to the children encouraging them to repeat some words and increasing children's knowledge of new words. The childminder is introducing children to some simple mathematical language and understanding. As they use the shape sorter they talk about the shape and colour of the objects encouraging the children to try and say the words. Children have a great time creating hand and foot prints. They help to squeeze the bottles of paint into trays choosing the colours as they pour them out. Children put their feet in the paint and the childminder asks open-ended questions, which encourage them to describe how the paint feels enhancing their language skills. They laugh and giggle and look in awe as they make foot prints on the paper. Children are praised and encouraged to continue with the activity and they then use their hands enjoying the sensation of the paint squeezing through their fingers and toes.

Children's physical, imagination and early counting development are encouraged as they thread pasta onto a string to make necklaces to take home. Children enjoy pouring the pasta from one pot to another and are encouraged to identify the colours of the different pots. Children are learning the order of number as they count how many pieces of pasta they have. All these activities help children develop useful skills for the future.

Parents are made aware of the activities their children are enjoying through daily discussions and the information that is recorded on a secure website about their child. This provides parents with the opportunity to continue their child's learning at home, and offers them written and verbal information about their child's daily experiences.

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

The childminder obtains information from parents at the outset regarding children's home lives, interests and routines. This information helps the childminder to provide a smooth transition for the children. Children benefit from individual attention, which helps them feel secure with the childminder and her assistant and fosters a close relationship between them. This gives children a sense of security and emotional well-being.

Children are encouraged to access their own drinks and to recognise when they are thirsty. This helps them to develop an understanding of being independent in their self-care skills. Those that are able are supported to use the toilet independently and wash their hands afterwards. Young children have their hands cleaned with wipes before eating but there is little discussion about why they need to have their hands cleaned. The childminder provides food for some of the children however she does not talk about foods that are good for you to help them learn to make healthy choices. Children do not play outside each day and have limited opportunities to develop fully their understanding of the importance of healthy lifestyles. This does not fully promote their physical development. Nonetheless, children do have daily walks to local schools and pre-schools, which means children have daily access to fresh air and exercise.

There is a play room in the house with a suitable range of resources for the children. However, many are in closed and covered boxes that are not labelled preventing the children from seeing or knowing what is inside. This limits children's ability to initiate and extend their play using their own ideas. They tend to only use the toys the childminder sets out for them.

The outdoor area does not provide the children with a variety of learning experiences across the areas of learning and is not used in bad weather. This limits children's access to fresh air to the daily school or pre-school runs. This does not benefit those children who learn better outside as they do not have access to activities and resources that cover all areas of learning outdoors.

There are house rules in place that the children are made aware of as they attend the setting. They know for instance that they must sit at the table or in the high chair when eating. They are encouraged to share and take turns and are praised when they do so. The childminder focuses on the positives of their behaviour and has different strategies in place for the different age groups she is caring for. Therefore, children behave well.

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

The childminder has a sufficient knowledge of the learning and development and welfare requirements. She observes children on a regular basis and uses this information to track children's development. However her planning of activities does not consistently reflect the needs of the individual child and this means children do not always make the best possible progress in their learning.

The childminder has undertaken additional safeguarding training which has given her a good understanding of the welfare requirements and how to keep children safe. She has clear recruitment procedures in place for appointing assistants and is careful not to leave them alone with the children until she is sure their suitability is confirmed. She has made her home safe; she uses for example stair gates and door stops. This results in children not having access to areas that are unsuitable and to prevent them getting their fingers trapped in doors. This promotes children's safety appropriately.

The childminder has evaluated her practice since starting to childmind and has identified some further changes which will benefit the children. She has used an outside agency to help her identify areas of improvement which she has already implemented, for example some safety features in her home. She has recognised that she needs to develop her knowledge and skills further and is about to start her National Vocational Qualification at level 3 in Childcare and Education.

The childminder has positive relationships with parents and daily discussions take place about the children. The childminder has minimised her paperwork by using an online system to record and inform parents about all aspects of her provision. Parents can access

their own child's records and information including a daily diary on line which they are able to contribute to. This keeps them informed of their children's progress and encourages parents to continue their child's learning at home. The childminder exchanges as much information as she is able to with other providers of the Early Years Foundation Stage. This helps promote consistency in children's learning between settings.

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	EY452102
Local authority	Hampshire
Inspection number	892658
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	not applicable
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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