

Inspection date	17/04/2013
Previous inspection date	25/02/2010

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		2
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 has a good understanding of child development and how it links to the early learning goals.
- The childminder makes accurate evaluations about children's stage of learning and development once they are established in the setting. He uses these to plan activities that help children make good progress in their learning.
- Parents are kept well informed of their children's activities, experiences and progress and this works effectively for the benefit of the children.
- There is a close relationship between the children and childminders which fosters their feeling of security.

It is not yet good because

- Systems in place to ensure children are not left alone with unsuitable adults are insecure.
- Parental contributions when a child starts do not include children's skills or abilities to determine children's starting points.
- Resources are not always displayed effectively to allow babies to make independent choices.

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 children's records, observations and assessments made on them by the childminder on the computer as an electronic system is used.
- The inspector talked to parents and read the questionnaires completed by parents and children.
- The inspector observed and talked to the children whilst they played.

Inspector

Amanda Shedden

Full Report

Information about the setting

The childminder registered in 2009. He lives with his wife who is also a registered childminder, and their three older children in the Fareham area of Hampshire. Minded children have access to the whole of the ground floor with the exception of one downstairs bedroom and the kitchen; there is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. He is currently minding three children in the early years age group. The childminder is able to walk or drive to the local schools and pre-schools to take and collect children. The family have a dog. The childminder attends various groups on a regular basis. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- obtain parents and/or carer's permission to leave children with an assistant, including for very short periods of time.

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

- collect information from parents about their child's developmental stages when they start at the setting
- improve the display of babies toys to enable them to make more independent choices in their play.

Inspection judgements

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

Children are happy and settled in the childminder's care. They quickly develop secure attachments to him due to his fun positive interaction. He responds to young children's babble quickly identifying that they want to do something else. His understanding of the Early Years Foundation Stage and how children learn enables him to engage with children whilst encouraging their development. For example he provides young babies the space to lie on the floor, move, kick their legs and wave their arms. This helps young children to participate with exercising their limbs, making them stronger for their next stages of

physical development.

The childminder plans the layout of the environment to interest and stimulate young children's senses. However, at times the resources are not rotated frequently enough to keep young babies interested. He reads stimulating stories to the children involving repetition of words to help children hear and become familiar with different vocabulary. The childminder makes the story fun as he changes the intonation in his voice for the different characters. This helps children to remain interested and enthralled. Young children are being introduced to mathematical language and shape through incidental and focused activities. They enjoy sticking rice onto paper of different shapes which through conversation they are helped to identify. The interaction from the childminder reflects the different stages the children are at for instance talking about round and square to some whilst others have moved onto shapes such as semi-circles. These activities help children with their future learning skills.

The childminder attended training to enable him to effectively undertake two year old assessments. This has been undertaken with the parents giving both parties an accurate understanding of what stage the child is at and identified their next steps in learning. Parents are wholly involved in their child's learning, in addition to daily discussions each day he completes observations on the children which parents can access on line. This provides parents with the opportunity to continue their child's learning at home and offers them photographic, 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 and his wife who is also a childminder work well together to offer children a well resourced and welcoming environment overall. Children are able to self select toys and resources from low level storage and shelving. The playroom reflects the children attending as they have posters, signs and resources that reflect the different languages they speak at home. This gives the children a sense of security, acknowledges their uniqueness and in turn develops their independence and exploration skills. The childminder obtains information from parents at the outset regarding children's homes lives, interests and routines. This information helps the childminder to provide a smooth transition for the children. However this initial information does not effectively cover their learning needs.

Children participate with exercise and develop an awareness about healthy lifestyles; they enjoy daily exercise within the childminder's garden and visiting parks. They learn to balance their bodies as they clamber on the resources and move around on trikes which help them develop their co-ordination skills. The childminder talks to children as they pull themselves up using only their arms about making their muscles strong. They are offered home made meals each day some of the ingredients they have grown at the childminders home. All of which helps promote their physical well-being.

Children behave very well. They show good levels of respect for each other and show kindness moving along the bench so that they can all sit together. Children find toys for

the younger children, helping to keep them engaged and happy. Children are clear about the rules of the house and for when they are out in public. They hang their coats up and take their shoes off as they arrive from pre-school. They know for instance that they 'must always be able to see the childminder' and 'not to talk to strangers'. If the fire bell goes in the house they know the procedure to follow. All of which gives children a sense of security and an understanding of how to keep safe.

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

Overall, children are cared for in a safe and very caring environment. This inspection was brought forward following concerns raised relating to the supervision of children whilst on outings and children being left in the sole care of adults unknown to Ofsted whilst sleeping in the childminders car. The inspection found that children's safety and well-being are given priority overall. For example, there are a broad range of risk assessments which support the childminder in identifying and minimising any potential hazards to children including the management and supervision of children on outings and when with the family pet dog. On some occasions however, sleeping children are left in the care of students who, whilst having clear checks from their college, are not known to Ofsted. There is no permission granted from parents to allow assistants to be in sole charge of the children. This is a breach of requirement. The failure to notify Ofsted of changes to people living or working at the premises is a further breach of requirement. In this case Ofsted will not be taking any further action.

There are a broad range of risk assessments, however, which support the childminder in identifying and minimising any potential hazards to children including the management of the the family pet dog. The childminders work well as a team which enables them to always be in ratios for example, when collecting children from different schools. The childminder has undertaken recent safeguarding training which promotes his full understanding of the procedure to follow if he had a concern and what signs there may be.

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. Regular observations and assessments are undertaken on children and logged into an electronic system. This gives parents ready access to the achievements of their child and allows them to contribute their thoughts on the progress their child is making. His knowledge of the children underpins the future planning of activities to enable each child to make good progress in their learning once children have settled in the provision.

The childminder has created a range of policies and procedures to support his practice. They are shared with the parents so both parties are aware of each other's responsibilities. Parents and children have contributed to the evaluation of the practice and helped identify future developments. He has attended relevant child care courses which keep his knowledge and skills up to date.

Partnership with parents and other providers is strong and contribute to the continuity of care and learning for the children. Regular information is exchanged with other providers of the Early Years Foundation Stage keeping each other informed about the individual children. Parents are extremely pleased with both childminders. They praise the care and variety of activities their children enjoy here. They value both the daily verbal conversations and the electronic system the childminder uses keeping them fully up to date, and giving them ideas of activities to do at home.

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

Unique reference number	EY400059
Local authority	Hampshire
Inspection number	910039
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	25/02/2010
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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