

Inspection date	11/04/2013
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

- Children settle quickly and are happy because the childminders is calm and caring.
- The childminder makes worthwhile observations on children enabling her to plan further activities which help children in making good progress.
- The childminder knows the children very well and is sensitive to their individual needs.
- The childminder works well in partnership with parents. She offers a variety of methods of communication to ensure parents are well informed.

It is not yet good because

- The self-evaluation process is not robust enough in identifying strengths and weaknesses of the provision.
- Systems in place to ensure children are not left alone with unsuitable adults are insecure.

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 1993. She lives with her husband 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 and 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. She 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 has pets in the home. 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:

- develop reflective practice and self-evaluation to identify the setting's strengths and priorities for development to improve the quality of provision for all children.

Inspection judgements

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

Children enjoy themselves at the childminders. The childminder's understanding of their needs and her positive interaction makes children feel secure, enabling them to make good progress in their learning. She has a good understanding of how a child's learning links to the areas of learning in the Early Years Foundation Stage. This, with her knowledge of the children, enables her interactions to be worthwhile and helps children to consolidate and progress in their learning.

Children enjoy using a range of materials such as coloured rice. Older children create two dimensional pictures with the resource. Younger children are learning how to add glue to different shaped paper and babies enjoy the feel of materials running through their hands. The childminder shows skill when interacting with each of the children, depending on their level of ability. For some of the children, the childminder talks about the different shapes,

for others they discuss the different colours and with babies she talks to them about the feel of the rice. Her open-ended questions allow the children time to think about what they are doing and to contribute their own knowledge through thoughtful answers. The childminder introduces the younger children to colours through varied activities and play scenarios. She repeats their comments, adding further descriptions such as 'do you want the red or yellow chair?' is it the 'red or blue car you want?'. This supports their growing understanding of the different colours. The childminder frequently sings with the children. They respond by joining in and choosing the next song to sing and learn the movements and actions to the songs. Children are encouraged to contribute their own ideas so that, for example, 'sleeping bunnies' became 'sleeping cows' jumping up mooing instead of hopping. The children are encouraged to sing songs in different languages because the childminder changes the words in the song to a home language of one of the children. This gives children a sense of belonging and introduces other children to a wider world. These activities help children with skills in their future learning.

The childminder makes accurate assessments of the children's abilities including the two year olds who attend. She has updated her knowledge through training to ensure this is completed correctly. Parents are encouraged to be involved with these assessments and agree together, often through a secure electronic system, the next steps in their child's learning. This helps to support children's achievements in all areas. These, together with daily discussions, keep parents fully informed of the experiences their children are having each day whilst with the childminder. In addition parents of babies share a two-way communication daily diary which highlights and supports children's individual care needs, such as sleep times and nappy changes.

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

The childminder and her co-childminder work well together to offer children a well resourced and welcoming environment. Children are able to self-select toys and resources from low level storage and shelving. This in turn develops their independence and allows them to explore and follow their interests. The resources are rotated regularly and dependant on children's interests. This ensures that children are given a wide range of good quality resources to enjoy and learn through. The childminder is sensitive to the needs of the children. The childminder and her co-childminder allow the children to bond with the adult they feel most comfortable with and this allows good secure attachments. 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.

Children feel safe and secure in a home that has clear boundaries and their uniqueness is respected and valued. The childminder is able to use key words in the children's home language to make them feel comfortable. Children play very well together, sharing and taking turns. They proudly show their works of art and receive praise from the childminder for their achievements. They know the rules of the home and the boundaries when they are out in the community. If the fire bell rings, the children know what they have to do to be safe. They are independent in their self care skills and know to wash their hands at the

appropriate times. Children sit together for meals and snacks making it a sociable event. They are very comfortable and feel safe in the home, requesting if they want more or different food, using good manners as required by the house rules. The childminder communicates well with parents who provide their young babies with food from home. She prepares the food following the instructions from parents and this helps to meet children's individual needs and dietary requirements. Older children have their meals made for them by the childminder, at times using vegetables the children have helped to grow in the garden.

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

The childminder has a secure knowledge overall of the learning and development and welfare requirements. She observes children on a regular basis and uses this information to track children's development. She works closely with her co-childminder demonstrating a good understanding about the children's individual care and development and their next stages in learning. 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.

The childminder works as a team with her co-childminder and this enables them to maintain clear ratios, for example, when collecting children from different schools. The childminder has a secure understanding about safeguarding procedures and how to keep children free from harm. She knows what to do if she has any concerns about the children in her care. This ensures children's welfare is well monitored and protected. The childminder and her co-childminder have undertaken a self-evaluation and have taken into account the views of parents and the children. However it is not robust enough to identify all the strengths and weaknesses of her practice. She has met all the requirements of the last inspection and she is keen to attend further training courses to further her professional expertise and knowledge.

Partnership with parents and other providers of the Early Years Foundation Stage is strength of the childminder. She also exchanges information regularly with the local pre-school the children attend, which supports their continuity of care and learning. Daily discussions and observations of children's progress are recorded on line in a secure program. This gives the parents instant access to their child's ongoing development and their experiences at the childminders. Parents are extremely pleased with the childminder,

they praise her calmness, flexibility the range of experiences their children have here. They like the electronic system as it gives them a clear picture of their child's progress. They state their children love coming to the childminding provision.

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	111363
Local authority	Hampshire
Inspection number	910052
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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