

## Inspection date

Previous inspection date

14/05/2013

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

- The childminder has positive relationships with the children she is caring for.
- Children are relaxed and comfortable with the childminder and her family.
- The childminder's interaction with the minded children is positive and encourages them to learn through their play.

### It is not yet good because

- The childminder does not seek information from parents about children's starting capabilities for learning and doesn't keep them fully informed their child's ongoing progress.
- Children do not access to a range of resources to help give them an understanding of their or others' cultures.
- The childminder does not use self-evaluation to fully identify areas of her practice she can develop further.

## 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 children playing and the interaction between the children and childminder.
- The inspector sampled paperwork including the children's learning journeys.
- The inspector had discussions with the childminder about her practice.

## Inspector

Amanda Shedden

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and four children, one of whom is in the early years age range in the Basset Green area of Southampton, in Hampshire. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for one child in the early years age range and provides care for one child overnight.

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

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

- develop further the use of resources and positive images to help children to learn about positive attitudes and to recognise their own differences and similarities in relation to friends or family
- strengthen systems for self-evaluation to accurately target areas for improvement and include parents and children this process
- involve parents in their children's learning by encouraging them to share information about their child's starting points for learning, and keep parents informed about their children's progress to support continuity in their learning and development.

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

The childminder gets to know the children and they feel comfortable with her and her family. The childminder has suitable knowledge and understanding of the areas of learning. She takes notes of children as they play and learn and uses these observations to assess their progress and plan next steps for their development. This means that plans are closely matched to the individual learning needs of each child.

Children enjoy creating train tracks, discussing which pieces of track fit together and those that won't. The interaction from the childminder supports their imaginations and knowledge of size as they line the vehicles on the track in size order. They count how many they have and identify the different colours. They recognise the shape of numbers, stating that one of the tracks is in the shape of a number eight. Children enjoy creating works of art to express their ideas. The childminder provides appropriate support so they learn how to use scissors as they cut different materials to stick on their pictures. The childminder and children discuss the colours and textures of the different materials to develop their language skills. She praises children for their efforts to promote their confidence and self-esteem. Children have a range of electronic toys to play with and they love turning on the large fire engine using the different switches to make different noises. They play with electronic cars and have great fun racing them and trying to predicate which one will win. The childminder and children sit and read books together, allowing time for children to 'read' parts of the story. All these activities help children develop skills to help them prepare for the next stage in their learning.

The childminder keeps parents informed about their child's experiences through daily discussions. However, the childminder does not show parents the observations kept on their child or discuss the children's next steps in their learning that she has identified. This has an impact how well the childminder promotes continuity of learning and development

for children between home and the childminder's care.

### **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 care needs. However, this information does not include information about their learning requirements to help her plan to support their developmental 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.

There are house rules in place that the children become aware of as they attend the setting. Children are developing a growing awareness of being healthy and how to keep themselves safe. They learn how to handle scissors safely and have boundaries when walking or visiting parks with the childminder. They are learning to be independent in their self-care skills and wash their hands at appropriate times 'to get rid of germs'. The children access fresh air and exercise each day as they walk to school and visit different parks. The childminder provides nutritious meals and snacks for the children and takes into consideration their likes and dislikes while also promoting healthy options.

The childminder provides an adequate range of suitable activities and resources for the children to enjoy. They feel in charge of their own play and develop their independence as the childminder arranges toys so that they are within easy reach. The positive interaction from the childminder enhances the children's engagement with the toys, which helps to promote their all round development. However there is a lack of resources that reflect diversity in people and the children's different cultures. This has an impact on children's developing understanding of the social world around them.

### **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's welfare. She has a current paediatric first aid certificate to help her care appropriately for a child in the event of minor illness or accidents.

The childminder has a sound understanding of the learning and development requirements of the Early Years Foundation Stage. She assesses the children's development and plans activities to help children develop further.

The childminder has undertaken self-evaluation but it does not fully reflect her current practice or include the views of parents and children. It also lacks detail of future plans, relevant to her provision. This means that she does not clearly identify areas for improvement in her practice to enhance the quality of the provision. She implements

procedures, such as risk assessments to safeguard children and maintains a clean, safe and secure environment.

The childminder has positive relationships with parents. Daily discussions take place to support continuity of care and parents know the experiences their children are having each day. They are aware that the childminder undertakes observations on their children. However, she does not routinely share details about the children's next steps to enable parents to continue their child's learning at home.

There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY441564
<b>Local authority</b>	Southampton
<b>Inspection number</b>	912335
<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>	5
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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