

<b>Inspection date</b>	03/06/2013
Previous inspection date	06/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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**

- Children demonstrate how confident and settled they feel with the childminder as they play happily with the toys.
- The childminder has a wide range of toys, equipment and creative resources to support children's all round development.
- The childminder works closely with parents to support children's individual health and welfare needs.

#### **It is not yet good because**

- The childminder has not implemented effective systems for sharing written progress checks with parents or responding appropriately to complaints.
- The childminder does not consistently liaise with other settings children attend or use her observations to plan children's next steps for learning.
- Self-evaluation is not fully developed to identify or prioritise areas for development or take account of the views of parents and children.

## 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 activities indoors and viewed all areas of the home used for childminding.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled children's records, policies and procedures and regulatory documentation.
- The inspector read letters from parents.

## Inspector

Marilyn Joy

## Full Report

### Information about the setting

The childminder registered in 2010. She lives with her husband and three children of school age, in a residential area in Lee-on-the-Solent, Hampshire. Downstairs, except the front bedrooms, is used for childminding and includes toilet facilities. Upstairs is used for sleeping and overnight care. There is an enclosed garden for outdoor play. The family has one cat. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is currently caring for eight children under eight years on a part-time basis; of these, four are in the early years age group. The childminder also cares for children aged over eight years.

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

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

- maintain a record of any complaints received and their outcome and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaints must be made available to Ofsted on request
- provide parents with a written summary of their child's development in the prime areas between the ages of two and three, including when a child moves settings

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

- develop further the partnerships with other settings children attend in order to work together more effectively to extend children's learning
- develop further the planning for children's next steps in development using the observations of children's play and learning
- develop further the systems of self-evaluation to improve the quality of the provision, taking into account the views of parents and children.

## Inspection judgements

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

Children make steady progress in their learning and development because they receive appropriate support from the childminder. They enjoy a wide range of experiences in the home and on outings. They visit the beach, explore the role play area at toddler group and attend a music and movement group. Children learn the words and actions to numerous songs. Babies join in with clapping their hands and soon learn where to find their eyes and nose as they become familiar with the songs. Children develop their creative skills and learn how to use different tools when exploring a wide range craft materials. They make models, create collages and experiment with different paint techniques. They use different containers during water play which helps them refine their pouring skills and experiment with capacity. Children develop their social skills as they play with others and gain confidence as they become absorbed in what they are doing.

Children benefit when the childminder is involved in their play. It helps the childminder identify what they can do and extend learning. For example, she demonstrates how to post blocks into a container and also tap them together to make a sound. Babies copy and soon make progress in managing this for themselves. The childminder takes photos of children's experiences and shares these with parents. Some children have learning scrapbooks with photos, observations and written records of their progression. For others, the childminder relies on her knowledge of the children and sharing this information verbally with parents. The childminder gathers general information from parents to help her identify their capabilities and interests when children first attend. Generally, the childminder knows children well. She speaks confidently about their next steps for learning in most areas, although is still in the process of linking these with planning her activities. Some children also attend pre-school and the childminder works closely with parents and staff to help children to settle. However, she is not liaising with them consistently so they can work more closely together to encourage individual progression through the different activities they offer. The childminder understands that if she has concerns about a child's development that she should liaise with parents and other professional so that children receive the support they need.

The childminder encourages children's communication skills through relaxed conversations as they play. She echoes babies' attempts at speech and talks about what she is doing. This provides children with the vocabulary they need when they are ready to express themselves. The childminder uses a variety of games to extend older children and help them become familiar with words, letters and sounds, as well as counting and number skills. Children develop their own ideas as they play with the cars and then use stickle bricks to build their own wheeled toy. Children use battery toys which introduces them to technology and how things work. Overall, children learn the skills they need for future learning.

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

Children feel comfortable and secure with the childminder. They demonstrate this in the confident and settled manner in which they play and interact with her. Babies respond with smiles when she talks to them and joins in their play. The childminder places toys so that sitting babies can reach them. She also puts some further away to encourage their physical development and attempts at crawling. Older children develop their skills when using wheeled toys in the garden and larger play equipment at the park. All ages explore equipment in the soft play centre and experiment with crawling, climbing and sliding.

Children learn about staying safe and healthy through daily routines. They regularly practise the fire drill so they know what to do in the event of a fire and learn about road safety when going for walks. Children go out every day and spend time in the fresh air. The childminder provides healthy meals and snacks which comply with children's individual dietary requirements. The childminder follows appropriate hygiene routines herself and encourages children to do the same. Older children wash their hands independently, while the childminder introduces babies to cleaning their hands with wet wipes. Children learn what is expected because there are simple rules for them to follow, whether this is to keep themselves safe or work cooperatively with others. Children regularly socialise with other children and adults and this helps them prepare for moving onto pre-school and school.

The childminder organises her home and resources so that children can easily explore a wide range of toys. There are plenty to choose from and many are stored at low level so that older children can help themselves. The childminder thinks about children's level of development when choosing what toys she sets out, particularly when they are not ready to do so for themselves. For example, there are books for babies to look at and activity centres to pull themselves up on.

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

This inspection was brought forward as a result of concerns relating to the childminder's complaints procedures and completion of the progress checks for two-year-olds. The inspection found that the childminder is aware of her responsibility to investigate and respond in writing to parents regarding any complaints they make. However, she does not maintain a written record of this and could not produce a copy of her response to parents as her computer was not working. She was able to describe in detail the contents of the response she sent. Likewise, the childminder is aware of her responsibility to complete a written progress check for children between the ages of two and three years. However, she did not understand that it is necessary when children of this age leave her setting. The childminder is in breach of these requirements. However, this does not have a detrimental impact on the welfare and learning of the children attending. The childminder is willing and able to rectify these omissions in the written documentation by supplying parents with a written review of their progress as required and compiling a record of complaints that can be viewed at any time.

The childminder has a suitable understanding of child protection issues and knows what to

do to safeguard children's welfare. She identifies potential hazards in her home and on outings and takes appropriate steps to minimise the risk to children. For example, she uses cupboard locks to prevent children from accessing hazardous substances and uses safety gates to prevent children from going upstairs.

The childminder is enthusiastic in her care of children and is keen to develop her skills with further training. She has commenced a level 3 qualification in early years and updated her safeguarding training. Since the last inspection the childminder has improved her practice in some areas by addressing the actions raised. She attended a first aid course to update her knowledge of how to respond if a child has an accident and introduced suitable arrangements for planning children's next steps for learning. However, these arrangements are not fully established and the childminder is not consistently involving other settings children attend in this process. Consequently, continuity in supporting children's learning is not always consistent. Likewise, the childminder is beginning to review her work. However, she is not yet evaluating all aspects of her practice in sufficient detail to help her identify all areas for further development.

The childminder develops extremely positive relationships with most parents. This is evident from the complimentary letters she has received this year. Parents value the effective settling-in routines when their children first attend. They feel well informed about their experiences and the progress they are making. Parents comment on how much their children like being with the childminder and how well she gets to know them.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- maintain a written record, for a period of three years, of complaints including the outcome of the investigation and the action taken (compulsory part of the Childcare Register)
- maintain a written record, for a period of three years, of complaints including the outcome of the investigation and the action taken (voluntary part of the Childcare Register).

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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>	EY407004
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	920078
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/03/2013
<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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