

Inspection date

22/07/2013

Previous inspection date

13/12/2010

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- The childminder has not informed Ofsted of a new assistant working on the premises in order for Ofsted to check their suitability.
- The childminder has not kept a record of children's full names or their times of attendance and records are not easily accessible and available.
- The childminder has not gained written permission from parents to take children on outings.
- The above are all breaches of legal requirements that compromise the safeguarding of children.
- The childminder is not effectively planning activities to meet children's individual stage of development, resulting in incidental learning and play with little purpose.
- The childminder does not reflect enough on her practice to identify key issues for development, which impacts on the quality of provision for children.

It has the following strengths

- The childminder shows suitable levels of knowledge and understanding about individual children in her care and this helps children to settle and develop their sense of belonging.
- The childminder includes regular routines for snack and mealtimes and this positively supports children's health, develops relationships and increases children's well being.

- The childminder encourages children's freedom to access resources, resulting in active and talkative children who are increasing their communication skills.

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 arrived and showed identification documents, she explained the reason for the inspection.
- The inspector viewed the premises and spoke with children and other adults present.
- The inspector gained information from discussion and observing the childminder and the children. She viewed a range of documentation.
- The inspector provided feedback and gave the inspection judgment.

Inspector

Christine Clint

Full Report

Information about the setting

The childminder registered in 2007. She lives with her school aged child in a residential area of Portsmouth in Hampshire. Younger children play on the ground floor only in the sitting/dining room and use the kitchen to access the secure rear garden. Older children use the first floor bedrooms for play at times. The bathroom and toilet are situated on the first floor. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She is currently caring for 15 children and 10 of these children are in the early years age group. The childminder is a member of an accredited childminding network and she provides funded places for early years education.

What the setting needs to do to improve further

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

- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance
- ensure that written parental permission is obtained for children to take part in outings
- use the information about each child's interests and stage of learning to plan challenging and enjoyable experiences that increase children's development across all the areas of learning
- ensure that records to support the regulations are easily accessible and available
- implement effective systems for self-evaluation and foster a culture continuous improvement to ensure all requirements, and the needs of children are met at all times

Inspection judgements

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

The childminder spends all her time with the children and she communicates frequently to encourage children's developing speech and language. She is aware of individual children's stage of development and she recognises when they make progress in their learning. For example, she knows that the baby is gaining confidence in standing without support and

trying to take steps. The childminder encourages toddlers' movements by giving them space and opportunity to learn to walk. Younger children find musical toys and understand how to press the buttons and hear different sounds. All children show excitement in filling and refilling large plastic jugs to water the plants in the garden. This increases their strength and their understanding of tending the vegetables they have helped to plant. During daily routines, the childminder encourages children to problem solve by counting the plates and working out if there are enough plates for the children present. This promotes the learning of older children and encourages their participation. The childminder explains that she has previously used children's interests to plan activities and promote their learning. For example, by taking children to buy fish, helping to clean, prepare and cook the fish. The childminder has often encouraged children to take part in cooking activities and she is aware that this includes a wide range of learning opportunities. She also takes children on outings in the locality and this develops their understanding of the world around them. However, during the inspection there is less focus on children's development. The play is child-led and there is little planning or involvement of adults to encourage or extend children's learning.

The childminder has records of learning in place for the children in her care and she links children's achievements with the areas of learning. However these do not clearly show how the childminder plans interesting or challenging activities for meeting children's next steps in development. She has written assessments available for the parents of two-year old children attending and these explain how younger children's are developing early learning skills.

The childminder establishes sound relationships with parents. She has a suitable variety of information displayed which encourages parents to understand her role in supporting children's learning. She obtains appropriate information when children start at the setting and she encourages parents to visit to settle children when they first attend. The childminder keeps daily diaries for younger children in her care and she liaises verbally with parents. This ensures that the childminder shares information about children's welfare and learning with parents. The childminder has a clear awareness of preparing children for moving on to school and she increases their awareness of learning some independence and following instructions.

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

The childminder has a suitable level of knowledge and understanding about the individual children in her care. She supports their emotional development by responding to them and providing continual care and affection. This helps children to settle and increases their sense of belonging. However, the childminder has not adequately protected children because she has not followed the legal requirement to enable Ofsted to check a new assistant working with her. This compromises children's safety and their well-being.

Older children are learning to be independent and they manage the stairs and use the bathroom without supervision. They are encouraged to help at mealtimes and this increases their sense of responsibility and builds relationships. Children follow regular daily

routines of sitting together for meals and snacks and the childminder knows that this encourages their skills of communication. This all helps prepare children for moving on to school. Children eagerly use utensils to spread butter on their crackers. They have healthy food choices because the childminder prepares all meals and uses vegetables that children have helped her to grow. She is developing their understanding of a healthy diet. The childminder reminds children to drink during hot weather and this increases their awareness of being healthy. They regularly wash their hands before meals and after playing outside and in this way children learn to follow hygienic routines to maintain their health.

Children follow the childminder's rules for managing their own safety. For example, older children learn to close the stair gate behind them when they go upstairs to the bathroom. The childminder is increasing their awareness of safety for the baby who is learning to walk. She reminds children about playing with resources that have smaller pieces as these are not safe for younger children. These daily reminders encourage children to be aware of risks and also to learn skills of managing their own safety. The childminder has a balanced range of resources available for children to access freely. She encourages children's freedom of movement and enables them to seek items themselves. This clearly increases the physical development of younger children attending. At times this child-led play develops spontaneously and holds children's interest, for example after watering the garden children discover worms and this encourages them to dig to find more.

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

This inspection was brought forward as a result of concerns raised relating to the childminder's understanding of her responsibility to safeguard the children in her care. The childminder has employed an assistant without informing Ofsted to enable them to carry out required checks. This is a breach of a legal requirement of the Early Years Register and also the Childcare Register. In this instance Ofsted do not intend to take further action.

The childminder has compiled some of the required information about the children in her care; however children's record sheets are not easily accessible and available for inspection. In addition the childminder has not maintained a clear record of children's attendance and she has not obtained written permission from parents to take children on outings. These are both breaches of the Early Years Register and the regulations of the Childcare Register that compromise children's safety.

The childminder does understand her responsibility to encourage children's learning. She is continuing to increase her own knowledge through further training. However she is not effectively planning activities based on children's individual learning needs to enable her to fully monitor their progress. This results in children mainly gaining skills through care practices and everyday routines.

The childminder is able to explain her understanding of what to do if she has concerns

about a child's welfare. She has attended training and often works with local agencies to provide care for vulnerable children. She is aware of seeking guidance and support and she records any incidents of concern.

The childminder has made some steps in evaluating her provision by seeking some advice from other professionals. However, her systems for self-evaluation are not robust, resulting in weaknesses that compromise children's learning and welfare. She has close links with other settings and local agencies to share information and provide support at times for parents and families attending her provision. .

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:

- ensure Ofsted are informed of the name, date of birth, address and telephone number of any person working with children (compulsory part of the Childcare Register)
- ensure there are effective systems to ensure that any person caring for children is suitable to work with children, which must include obtaining an enhanced disclosure and barring check through Ofsted (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- ensure Ofsted are informed of the name, date of birth, address and telephone number of any person working with children (voluntary part of the Childcare Register)
- ensure there are effective systems to ensure that any person caring for children is suitable to work with children, which must include obtaining an enhanced disclosure and barring check through Ofsted (voluntary part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

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	EY350655
Local authority	Portsmouth
Inspection number	901377
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	15
Name of provider	
Date of previous inspection	13/12/2010
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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