

<b>Inspection date</b>	22/07/2013
Previous inspection date	20/10/2009

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

#### **This provision is satisfactory**

- Children enjoy regular outings to local childminding groups where they socialise with their friends.
- The childminder has a good understanding of the children's individual learning and development and plans their next stages in learning well.
- The childminder has good communications with parents and other partnerships to ensure consistency is achieved for the children.

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

- Risks related to taking children to and from school are not fully considered, to ensure the safety of all children is maintained at all times.
- The childminder does not fully extend children's learning with regard to the importance of good hygiene procedures and about the healthy benefits of the food they eat.
- The childminder has not presented books attractively at child height to encourage children's interests in exploring these.

## 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 looked at childminding documentation including risk assessments.
- The inspector observed activities between the childminder and the children in the main play area and the garden.
- The inspector took account of the provider's self evaluation.
- The inspector walked with the childminder and children to school.

## Inspector

Heidi Abernethy

## Full Report

### Information about the setting

The childminder registered in 2001. She lives with her husband and their three school aged children. They live in Eastleigh, Hampshire. The childminder minds children on the ground floor of her home. Toileting and sleeping facilities are on the ground floor. The childminder has a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently twelve children on roll, of which six are in the early years age range. The family have three cats, a dog, two tortoises and fish.

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

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

- ensure risk assessments are regularly reviewed; in particular with regard to managing four children under five years old, especially on the walk to and from school.

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

- provide further discussion about the healthy benefits of hand washing and, during mealtimes, help children to learn more about the health benefits food and drink have on their bodies
- develop further the organisation of the book area to capture children's interest.

## Inspection judgements

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

The childminder provides well for children's learning and development. She knows each child's current stage of development and the next stages in their learning. The childminder has a secure understanding about the assessment check for two to three year olds. She has shared these well with parents to ensure next steps in children's learning are agreed together. The childminder has attended the health visitor checks alongside parents and has shared her record of the two-year-old assessment check. This ensures good collaborative working and consistency is achieved for the children. Parents are encouraged

to look at their children's learning journals on a regular basis. This ensures they are kept well informed and learning can be continued at home.

The childminder recognises children's current interests and next stages in learning well. She recognises older children are learning how to write their own names and other letters. The childminder extends the children's learning well by helping the children to sound out the letters and supports them in showing them how the letter shapes for their names are formed. Lots of praise is given for their achievements which in turn boosts children's positive self-esteem and confidence. This prepares children well for their next stages in learning and for school.

The childminder interacts well at the children's level repeating back their babbles and words with the correct pronunciation. She further extends the word to model how sentences are formed and structured. The childminder provides children with opportunities to investigate a range of treasure baskets and explore the visual resources. She extends their learning as she encourages the children to say what they think the objects are and how they feel. This develops and consolidates existing and new vocabulary and a good understanding about the external world.

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

Children are content within the childminder's home. They look to the childminder for support asking her to help them fill their water cups to enable them to engage with their art and craft activity. The childminder offers settling in visits to children and their families to help them become familiar with the setting. She seeks information from parents both verbally and written about children's current development, needs and routines. This ensures the childminder has a sound understanding enabling her to provide a smooth transition for the children.

The childminder talks to children about safety rules such as why it is important to not climb on the chairs because they may fall and hurt themselves. Whilst this helps children to learn how to manage their own safety in the home she has not thought about their safety when walking to school as well as she might. She uses consistent behaviour methods with the children ensuring they know what is expected and how to behave.

The childminder provides children with age and developmental stage resources, which they independently select from low level storage. However, books are not as attractively displayed to encourage children's to choose books themselves. Children are encouraged to choose where they would like to play, either indoors or outside, which means that children who prefer to learn in the outdoor environment can do so.

Children go on regular outings to childminding groups and to places of interest such as the duck pond. This helps children to develop confidence and independence amongst their peers in other environments away from the childminder's home. Although children are encouraged to wash their hands, the childminder does not make the most of these opportunities to talk to the children about the importance of washing their hands to wash

away the germs. This does not ensure children obtain a good knowledge about the positive effects of good hygiene on their bodies. Children enjoy a snack of fruit and sit together on the picnic blanket talking together. However, the childminder again does not make the most of the opportunity to discuss the names and colours of the fruit and how these are good for their bodies. This does not ensure children are fully provided with a good knowledge about the effects of healthy food on their bodies.

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

This inspection was brought forward as a result of concerns raised about children being safely escorted to school. The childminder admitted a recent incident when a child lagged behind as they were crossing a quiet road in a cul-de-sac and she had to wait for the child to catch up. In discussion with the inspector it was clear that although there was no significant impact on the child's safety on this occasion, she had not fully considered how to prevent this type of incident happening again. At times, the childminder cares for four children within the early years age range to provide families with continuity of care. However, she has not given sufficient consideration in her risk assessments as to how she will ensure the safety of these children is maintained at all times, with particular regard to the school runs. This is a breach of both the Early Years Register and the Childcare Register. She does consider and minimise risks in her home to make sure that children can play safely both indoors and outside. The childminder has a sound understanding about safeguarding children procedures to ensure children are protected from harm. She has a satisfactory understanding of the possible signs to be aware of and where to refer any concerns she may have.

The childminder reviews her practice adequately and overall, takes steps to address any areas for development. She provides parents and children with questionnaires to obtain their feedback and ideas. The childminder has attended recent childcare training modules to update and enhance her expertise and knowledge. She has successfully addressed past recommendations from previous inspections improving the outcomes for the children.

The childminder communicates with parents daily at about what they have been doing. In addition, she provides parents with a written diary detailing the activities the children have participated with and their care needs. This ensures parents are informed and enables them to refer to this information within their home environment. She shares policies with parents at the outset to ensure they are kept informed with how her provision operates. The childminder communicates with other early years providers sharing information with them about the children's care, learning and development. This ensures consistency of care is achieved for the children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with**

The requirements for the voluntary part of the Childcare Register are

**actions)**

**Not Met  
(with  
actions)**

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

- review risk assessments to ensure all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).
- review risk assessments to ensure all necessary measures are taken to minimise any identified risks. (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

<b>Unique reference number</b>	161147
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	928231
<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>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/10/2009
<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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