

Inspection date

Previous inspection date

09/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- A welcoming, stimulating and resourceful environment encourages children to investigate and explore, enabling them to become independent and inquisitive learners.
- Exciting and varied activities motivate children in their movement, which promotes their physical development .
- The childminder's effective teaching supports children in making good gains in all areas of their development.
- Good partnership with parents enables parents to take an active role in their child's learning.

It is not yet outstanding because

- Links with other early years providers are not firmly established to support fully children's learning and development.

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 in the different areas of the home and the interaction between the childminder and children.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, planning and a selection of policies and children's records.
- The inspector took account of the views of parents from the discussions on the day and from written feedback.

Inspector

Kerry Iden

Full Report

Information about the setting

The childminder registered in January 2013. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family in Portsmouth, Hampshire. She uses the whole of the ground floor for childminding and there is dedicated play room leading onto the garden. The childminder is open all year round from 8am to 6pm Monday to Friday, except for family holidays agreed in advance. The childminder currently has 3 children in the Early Years age group on roll.

What the setting needs to do to improve further

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

- develop a two-way flow of information with other practitioners to support and extend children's learning and development.

Inspection judgements

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

The childminder has a clear understanding of the learning and development requirements of the Early Years Foundation Stage. The quality of teaching is good and based upon accurate assessments of individual children. The childminder uses clear systems to record observations made on children's progress. She evaluates the observations effectively to identify next steps for each child's learning, enabling them to learn and grow at a pace that is suitable for them. The childminder routinely reports on all children's development across all areas of their learning and understands the requirement to complete a progress check for children who have reached the age of two.

Children settle quickly and are comfortable and confident. This is mainly due to the settling-in arrangements and the knowledge the childminder gains about children's routines and interests. The childminder skilfully supports children's play. The quality of her interaction, balanced with time allowed to explore independently, enables children to make good progress across all areas of their development. Children are keen to investigate and enjoy their time, both inside and out in the garden. They are excited to explore their surroundings and become involved in a variety of activities. Relationships between the childminder and the children blossom. Young children call for each other as they start new activities and show consideration to babies to include them in their play. They are fond of each other and show excitement over new shared experiences, for example, as they feel the texture of the wet sand. Children's exploratory nature is encouraged through planned activities, such as planting seeds and herbs, food tasting and

using technical resources.

Children's physical development is fully supported by an exciting range of activities that encourage movement. Babies use the enabling environment to move around easily and pull themselves up in anticipation of their first steps. Babies and young children are encouraged to move in different ways when crawling through tunnels, blowing bubbles, and watching and controlling kites. Children are interested in music, instruments and dance as they join in with favourite songs and action rhymes and build upon their vocabulary as they add new words. The childminder fully supports children's communication skills as they start to put words together to make themselves clear to others. Her open-ended questions through play invite discussion. She listens, and responds, to the babbles of young children and babies to show their contribution is valued. Children develop good listening skills, as they listen to instructions through their play and follow these, such as getting ready for snack. Children are keen to listen as the childminder makes shared stories exciting and interesting. Children participate well as they are asked to find different things in the pictures. All children develop mathematical skills well. Babies are keen to add objects to containers and search for other objects that are out of sight. Older children compare sizes, such as the teddy bears hiding in small, medium and big boxes. As children excitedly search, the childminder builds on their knowledge using mathematical terms. Routine times also support early numeracy skills as children count to five as they find five objects to put away, count fruit items and order their cutlery. Children are developing good skills in preparation for their future learning.

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

Children are well settled and build a trusting relationship with the childminder. Friendships grow warmly between the children and they show their delight at greeting each other on arrival. They interact well with each other and, with the encouragement from the childminder, they make sure everyone is included. For example, as the children pass each other different musical instruments they include babies and applaud their achievements. Children behave well under the gentle guidance of the childminder. She encourages kindness and sharing, which supports children's developing skills in managing their own behaviour. Children show that they feel safe and secure in the childminder's care as they approach her for cuddles and reassurance as they tire towards the end of the morning. They are encouraged to risk assess for themselves through play, for example, remembering the correct way to go down the slide or to hold on as they manoeuvre over the small step back indoors. The children receive enthusiastic praise and encouragement from the childminder, which boosts their self confidence.

The childminder dedicates part of her home to childminding, making an extremely welcoming and stimulating environment. Children settle easily and feel at home. They are independent in their selection of resources from the vast selection available. The outside space offers great stimulation and supports children across all areas of learning. Children make choices about their play inside and out, which motivates them to become inquisitive learners. Photographs, pictures and labelling at child height increase children's interest, which the childminder uses to develop and extend language skills. Through routines

children learn the importance of good hygiene practices. They are ready for the hand gel at routine times such as snack and lunch time. They also enjoy checking themselves in the mirror as they use their individual flannels to clean their faces. The childminder agrees with parents as to who provides meals, snacks and drinks for the children. Meal times are a socialable occasion where children sit together and develop social and self help skills, such as the use of cutlery. Children sleep during the day according to their individual needs. This regular routine promotes their health and well-being. The childminder effectively encourages children's all round development which prepares them well for their future moves to school and their ongoing learning.

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

The childminder has a thorough knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She uses this knowledge to fully promote children's well-being. The childminder has a written safeguarding policy and knows the procedures to follow if she has concerns about any of the children. This includes the clearly set out arrangements around the collection of children and recording details of injuries which children may arrive with. She keeps her home secure and ensures children learn safe practices in and out of the home. Detailed risk assessments are completed for the setting and for any outings in addition to the childminder's ongoing visual assessments through children's play. All the necessary written documents and records meet the Early Years Foundation Stage welfare requirements and enable the childminder to support children's care and learning needs.

The childminder has established strong partnerships with parents and effective forms of communication to ensure they are regularly up to date with their child's progress. Initial meetings, supported by 'All about me forms', are used to learn as much as she can about the children so that she uses their interests in planning activities. The childminder keeps parents fully informed about their child's day and their achievements, through a diary and daily discussions. The sharing of learning journals also gives parents ideas of how they can support their child's learning at home, along with any new words or milestones. The childminder is keen to extend this link to other early years providers although developmental information has yet to be shared with other practitioners.

The childminder has made a strong start to her childminding career. She is dedicated to her chosen work and keen to continually improve the service she offers. The childminder demonstrates her commitment to improvement through her current studies towards degree level qualification. In order to monitor the quality of her service, she links with parents very regularly through discussion to gain their views and, more formally, through questionnaires. Evaluation is undertaken each week of the activities and play experiences children have been involved in. This ensures that the childminder's planning is based on accurate individual assessment for each child. The childminder is keen to build on her links with other early years practitioners to support her in evaluating her service. She is also keen to encourage more communication with children's fathers to gain their views

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	EY457566
Local authority	Portsmouth
Inspection number	905570
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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