

Inspection date	04/09/2013
Previous inspection date	05/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The childminder fully maintains a secure and safe environment for younger children and effectively develops their understanding of safety.
- There are well organised systems in place for managing children's care, especially for assessing risks and hazards on frequent outings and this competently safeguards children.
- The childminder strongly promotes all early learning skills and especially encourages children's progress in communication and in developing their speech and language.
- The childminder provides ample play opportunities which spontaneously extend children's interests and continually provide relevant and very appropriate learning opportunities.

It is not yet outstanding because

- The systems for monitoring children's progress in learning do not fully include the contribution of parents or use any learning from home to plan children's next steps.

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, showed identification documents and explained the inspection process.
- The inspector viewed the home and garden, observed activities and spoke with the childminder and the children.
- The inspector viewed a full range of documentation.
- The inspector shared the inspection judgements and provided feedback on the strengths and weaknesses of the provision.

Inspector

Christine Clint

Full Report

Information about the setting

The childminder registered in 1989. She lives with her husband and four children in Southsea in Hampshire. Three children are adults and one child is school age. The family home is within walking distance of local schools, shops and parks. Children remain on the ground floor and use the sitting room, dining room and kitchen. There is a ground floor toilet and a secure paved garden for outdoor play. The family has three dogs. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, of whom three children are in the early years age group. The childminder also cares for children over the age of eight years. The childminder takes children to the park, canoe lake, for walks in the locality, swimming and regularly attends music sessions.

What the setting needs to do to improve further

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

- consider ways to encourage all parents to contribute to their children's ongoing learning and use this information to further support children's next planned steps in development.

Inspection judgements

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

The childminder has a high level of understanding about child development. Her wide experience of childcare enables her to fully encourage children's early learning skills. She includes an ample variety of learning opportunities and follows children's immediate interests as they occur. This effectively maintains and extends the interest of younger children, increasing their curiosity and involvement. The childminder is skilled in her ability to encourage younger children's communication. She follows children's ideas for play and provides a narrative for everything they do. This broadens their involvement and successfully increases and develops their language through frequent repetition. The childminder talks about what will happen next and continually involves children in the daily routines. For example, changing their nappies and explaining gently to encourage each child's participation. The childminder uses this experience to extend children's interest in imaginative role play with the dolls. She shows children, in turn, how to change the nappies on the dolls and children listen with interest as the childminder explains her actions. This encourages children's ability to concentrate and understand. The childminder is very aware of children's different learning levels, especially when younger children are learning dual languages from the start. She encourages and responds to baby signing and

uses single words at times in both languages. This instantly reassures children and promotes their sense of belonging.

Younger children capably make decisions about their play, asking for certain activities at times. The childminder encourages a wide range of play experiences and she fully understands the short time-span of younger children's concentration. For example, children have large sheets of paper and use coloured pens to make marks, which effectively enables and increases their ability to coordinate movements. Children quickly remember previous painting activities and they are keen to repeat this. The childminder swiftly organises a selection of paints and enables children to use brushes and fingers to experiment. They happily learn to pronounce the names of colours while experiencing the feel of different textures.

The childminder very clearly observes and assesses children's early development and she effectively plans for their next steps in learning. She measures children's level of progress and recognises their individual characteristics. This enables her to assess children's development at the age of two years and provide a written list of achievements for parents. The childminder includes a wide range of information for parents and there are photographs of activities displayed to show the links with children's early learning. This encourages parents to understand the requirements and to understand children's learning through play. The childminder provides clear individual records for all parents, however she does not encourage parents to provide information about children's achievements at home to update and feed into the planning for children's individual learning.

The childminder successfully prepares children for moving on in their learning. She liaises with other providers when sharing their care and often continues to care for children who move on to school. This continuity reassures children and supports them in gaining independence and learning to become responsible.

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

The childminder naturally and competently engages with children and she fully dedicates her time to them. She provides close contact and continual attention to meet children's individual needs and in this way they benefit and thrive. The childminder has established close relationships with children and their families and this entirely supports children's sense of belonging and effectively increases their emotional development. The childminder has clearly organised her home to meet children's needs and this supports children's safety and develops their understanding of boundaries. For example, the childminder uses stair gates to separate children from the family dogs during everyday indoor activities. She promotes safety on outings by using secure straps in the double buggy. This keeps younger children secure next to busy roads. The childminder clearly explains how she assesses risks in advance of outings or when going swimming and she sensibly avoids busy times when attending some play areas.

The childminder is a good role model and she keenly promotes positive behaviour. She reminds children to be kind and caring towards each other, to be polite and to share

resources. She praises children frequently, especially if they achieve. For example, when building towers with the bricks children are competent and manage independently. They show delight when the childminder praises their efforts. Children are gaining independence and showing clear skills of managing themselves. They are encouraged to help to tidy toys on the floor and show a good understanding of managing small tasks, for example, concentrating when fitting the tops on to the coloured pens.

Children are clearly gaining strength in their physical movements because they have opportunities to move in a very safe environment. The childminder ensures that they have extra physical activities everyday when walking the dogs or delivering and collecting children to and from school. Children use local parks and spend time at activity centres regularly during the week. This effectively increases their independence and their social skills. Children take part in all the daily routines to promote their health and the childminder promotes their understanding by regularly explaining these hygienic routines. For example, using anti-bacterial hand wash after nappy changing. As a result children are eager to carry out cleaning routines and willingly wipe the paint off each other's hands and feet after painting. Children respond well to each other because the childminder engages with them at all times and holds their interest. She encourages children's positive behaviour and uses distraction at times. This ensures younger children learn about sharing and taking turns from the start.

Younger children have a very wide range of suitable resources and the childminder provides these instantly. She supports children's choice of play and strengthens their interest in play items through dialogue, using books and musical toys. This encourages children's all round development and provides clear opportunities for future learning.

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

The childminder thoroughly understands her responsibility to meet all areas of children's care, learning and development. She provides a good range of policies and procedures to meet the requirements and uses these to inform parents. She has clearly developed systems to monitor children's individual progress. The well-described observations recorded show that the childminder capably recognises when children make advances in their development.

The childminder has a competent understanding of safeguarding children, and effectively does so. She is very aware of protecting children at all times and ensuring the suitability of adults in the home. The childminder knows her responsibilities to protect children through assessing risks and hazards, especially on outings and she plans these well. She makes certain that children are supervised closely at all times, to support their safety and well-being. There are fully documented procedures for sharing any concerns with the relevant agencies.

The childminder has completed a written self-evaluation of her provision and this includes a clearly listed plan of areas for improvements. She shows a positive and willing attitude

to continue learning and is currently attending an early years training course.

The childminder communicates daily with parents and has built trusting relationships. She tells parents in advance of the plan for the day and also displays a list of the activities or outings for the week. Parents have completed questionnaires and these show their total satisfaction in the care their children receive. The childminder has also encouraged older children to complete questionnaires when they move on to school and this enables them to give effective and meaningful feedback.

The childminder willingly works with other providers when children move on to nursery or school. She fully understands the need for continuity of care and of ensuring children's trust in this way. She understands the importance of establishing partnerships with other professionals to meet children's individual needs.

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	143242
Local authority	Portsmouth
Inspection number	930965
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	05/06/2009
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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