

Inspection date	07/10/2013
Previous inspection date	14/03/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
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

- Children's safety is compromised when the childminder does not supervise them effectively when collecting them from school.
- The childminder does not ensure she is fully aware of children's capabilities and understanding of how to stay safe; consequently, her expectations are too high and children's safety is put at risk.
- The childminder sometimes cares for more children than the requirements allow and this also compromises children's safety.
- The childminder does not always share information about children's next steps for learning with other settings in order to promote consistency in the support they receive.

It has the following strengths

- The childminder understands how children develop and provides them with challenging activities that they enjoy.
- The childminder has a wide range of resources for children to choose from and to support their all round 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 children and discussed the progress they are making with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the visit.
- The inspector examined documentation including a representative sample of children's records and regulatory documentation.
- The inspector checked the safety of the premises, indoors and outdoors.

Inspector

Marilyn Joy

Full Report

Information about the setting

The childminder was registered in 2003. She lives with her partner and two school aged children in a residential area of Fareham in Hampshire. All areas of the ground floor are used for childminding and there is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to receive funding for the provision of free early years education for children aged two, three and four. The childminder is currently minding 13 children aged under eight years on a part and full time basis; of these, six are in the early years age group. The childminder also cares for children aged over eight years. The childminder has an early years qualification at level 3.

What the setting needs to do to improve further

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

- ensure that children are adequately supervised to meet their individual needs at all time and keep them safe
- ensure children's safety by adhering to the adult: child ratios as set out in the Statutory Framework for the Early Years Foundation Stage
- improve arrangements for gathering information from parents in order to effectively assess children's individual capabilities and provide them with the support they need to keep themselves safe
- strengthen arrangements for identifying children's next steps for learning in order to share information with other settings and work more cohesively together to promote children's learning
- review the current risk assessments to include everything that a child may come into contact with, this refers particularly to the equipment left on the floor

Inspection judgements

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

Children's physical and emotional development is hindered as the childminder does not always consider their individual needs. The childminder does not effectively evaluate

children's understanding of safety rules and the need to follow them when allowing them the freedom to play in open spaces. This leads to children being on their own without the reassurance and support of the childminder close by.

Overall, children experience a broad range of activities that supports their learning in all areas of their development. The childminder is extremely enthusiastic about offering children different experiences. She finds out about children's interests and offers activities that they enjoy. Children have exciting opportunities to learn about their community and the world around them. They travel on public transport and visit local places of interest. The childminder creates books with the children to help them remember and talk about the places they visit. For example, there are photos of children exploring and comments about what they are doing from a trip to the airport. The childminder also includes a map of the airport and the train ticket they used to get there. This encourages children's conversation as they talk about what they saw and did. Children develop their technology skills as they practice taking photographs. The childminder values their efforts and includes these photographs in the book. The childminder extends children's learning by encouraging them to search for different objects. She provides them with a list of things to find such as; a rail bridge, a picnic area and a rubbish bin. The list comprises a picture with the written word below. This enables different ages to be involved. It helps children's language and literacy skills by promoting children's awareness that print has meaning. Older children have the opportunity to recognise and become familiar with some words and letters.

The childminder creates a 'learning journal' for each child. It includes photos, written observations and examples of children's activities. The journal provides a record of the progress children are making. The childminder usually updates the journal periodically and shares it with parents. Generally, the childminder is aware of children's stage of development and identifies children's next steps for learning. However, she has not fully developed arrangements for liaising with other settings children attend. Consequently, she does not know whether they are united in the support they provide to promote children's learning. The childminder is fully aware of her responsibility to assess children's progress at age two and share this information with parents. The childminder is aware of the vulnerability of this age group and spends time helping them to develop their language and communication skills.

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

The childminder does not implement effective settling-in arrangements to ensure children fully understand what is expected before allowing them to manage their own safety. Consequently, children's safety is compromised and the childminder's practice is inadequate. The childminder recognises this failing and is making changes to her practice. In the home, children practise the fire drill with the childminder and confidently demonstrate they know what they need to do when the alarm sounds.

There is a dedicated playroom with plenty of toys to support children's all round development and learning. Children make choices and help themselves which encourages

them to be independent and helps prepare them for school. The childminder provides a good range of toys, which are stored at low level making them easy for children to reach. Sometimes the floor becomes rather cluttered when children do not tidy them away when they have finished with them and this can be a trip hazard to children.

Children enjoy a range of healthy snacks and meals with the childminder. She takes account of their individual dietary requirements and parental preferences. Toilet and sleeping facilities are situated downstairs which means the childminder is able to easily assist and monitor children's daily routines. Children regularly play outdoors in the fresh air. They visit parks, go on outings and play in the garden. Children benefit from walks to and from school as this helps encourage daily exercise and the importance to good health.

Generally, children behave well. They are settled and comfortable in the childminder's care. In the home, they are familiar with their surroundings and behaviour expectations. They happily play on their own but confidently seek the childminder's help when they need it. The childminder is supportive and caring. She helps children prepare for the next stage in their learning by taking them to pre-school groups. This helps them become familiar with new environments while receiving reassurance from the childminder.

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

An unannounced inspection took place following a notification from the childminder that a child had gone missing from her care. Children play on the school field and, although the childminder watches the area, each child does not remain within her sight at all times. Consequently, the childminder did not notice when a child goes missing and leaves the school site unsupervised. The inspection found that since the incident occurred the childminder has reviewed her risk assessments and made changes to her practice. She identified that her expectations for new children were too high because she expected children to follow her rules and remain in the playground. This means the childminder's arrangements for gathering information from parents are not sufficiently robust to ensure she has the information she needs to assess children's capabilities. As a result of the incident, the childminder has reinforced her safety rules with all ages and now keeps children in the early years age group with her on the playground. The inspection also found that, on occasions, the childminder cares for more children than the Statutory Framework for the Early Years Foundation Stage allows which is also a breach of the requirements. This compromises children's safety and well-being because she is responsible for too many children.

The childminder has a clear understanding of child protection issues and knows what to do if she has concerns about a child in her care. The childminder's home is secure. She has high locks and safety catches on the front door and garden gate to prevent children from leaving unaccompanied and also to prevent unwelcome visitors. The childminder maintains the regulatory documentation, which provides her with the information she requires to help her meet children's individual needs.

The childminder is keen to improve her practice. She attends training and keeps herself up-to-date. She places a strong emphasis on providing children with exciting activities to support their learning and development. Over time the childminder gets to know children well. This enables her to support their progression appropriately in most areas. Since the last inspection the childminder has developed her monitoring arrangements and, generally, children's records provide clear information for parents about the progress they are making. However, the childminder has not fully developed effective arrangements for working in partnership with other settings and identifying children's next steps in order to provide continuity of care and united support for children's learning and development. Following the last inspection, the childminder regularly practises the fire drill with children so they know what to do in an emergency. She reviews her practice and identifies some areas she can improve.

Overall, the childminder develops positive relationships with parents. She regularly exchanges information with parents about children's activities and achievements during daily discussions and a communication diary. The childminder encourages parents to contribute to children's learning journals with observations about their experiences at home. The childminder provides parents with an informative leaflet about the children's learning and development. She also encourages children's interest in books by encouraging them to take a book home to read with their parents.

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	Met

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

- ensure that there is at least one person for every six children for whom the childminding is provided (compulsory 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	EY265173
Local authority	Hampshire
Inspection number	938013
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	14/03/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

