

Inspection date	23/09/2013
Previous inspection date	29/11/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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		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 failed to maintain continuous improvement. Many of the weaknesses identified at this inspection have been highlighted previously and although action for improvement was taken at the time this has not been maintained.
- The childminder fails to safeguard children's welfare fully because she does not take all necessary measures to ensure that children cannot leave the garden area unsupervised.
- The childminder does not have all required records of information for each child in her care and has not obtained written parental permission for all children to take part in outings. This compromises children's safety and well-being.

It has the following strengths

- The childminder has strongly developed her understanding of the Early Years Foundation Stage. She shows a high level of involvement in children's activities to encourage play and learning. As a result children make good progress in their learning and development.
- The childminder has developed clear and effective systems to show how children are making progress in their development and she positively encourages parents to contribute to these records of achievement.

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.
- The inspector viewed the premises and observed the children with the childminder.
- The inspector gained evidence through discussion and through viewing a range of documentation.
- The inspector provided feedback and gave the inspection judgements.

Inspector

Christine Clint

Full Report

Information about the setting

The childminder registered in 2010 and she lives with her teenage child in Fareham, Hampshire. The home is close to shops, parks, schools, pre-schools and public transport links. The childminder uses the ground floor only for childcare. This includes a dedicated playroom in the conservatory. There is a ground floor toilet and a separate sleep room. Children have access to a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She currently provides care for two children who are both in the early years age group.

What the setting needs to do to improve further

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

- ensure that individual records for each child are in place prior to their care, including full name, date of birth and address of parents or carers
- obtain written parental permission for all children to take part in outings
- ensure the premises are secure and that children cannot leave unsupervised, with particular regard to the security of the garden gate.

Inspection judgements

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

The childminder has a strong level of understanding about child development. She includes an ample variety of learning opportunities through planned and spontaneous play. She fully encourages and extends children's ideas as these develop. For example, she initiates role play by making a large cardboard box into a post office and children talk about buying stamps and sending letters. The childminder extends role play ideas and talks about other items for sale in the shop. This prompts children to use the toy till, pressing buttons and counting the pretend money. These activities thoroughly develop children's understanding of the world around them.

The childminder communicates very effectively with children and she often repeats letter sounds to encourage children's pronunciation. For example, when children learn to identify and name colours, the childminder repeats the first letter sound to remind children. This increases children's ability to practise letter sounds and broadens their vocabulary. The

childminder has developed younger children's ability to communicate through sign language. Consequently, children are able to share their feelings and express their needs.

The childminder spontaneously includes opportunities for children to practise making marks on the drawing mat. She shows them how to copy number symbols and concentrates on describing simple movements to form the shapes. Children show increasing concentration; they watch and listen, repeating the childminder's actions and the words she uses. They are delighted when the childminder praises them for their achievements.

The childminder has developed clear systems of observing and assessing children's progress. She has well organised records of learning for each child and these include focused aspects of learning for promoting children's ongoing progress. The childminder shows a very strong knowledge of children's interests and their level of ability. This enables her to naturally include learning opportunities to narrow any gaps in children's learning. The childminder has completed full written assessments of children's progress at the age of two years. She regularly shares all details of children's achievements with their parents. Parents frequently add their comments to show how they plan to encourage children's learning at home.

The childminder prepares children for moving on in their learning because she encourages them to listen and respond. She often asks children to watch her and to make eye contact. The childminder understands that this increases children's concentration and listening skills. Children learn to follow daily routines. The childminder also increases their ability to manage their personal needs independently in preparation for starting at nursery or school.

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

The well-being of the children is compromised by the childminder's weak security measures and failure to maintain the records of children's information and parental consents required. The childminder has clearly organised her home to meet children's needs for play; however, the garden gate is not secure and this jeopardises children's safety during outdoor play activities.

The childminder dedicates her time to children; she provides close contact and continual attention to meet children's individual needs. This attention enables children to settle well in her care and gain a sense of belonging.

Children learn to behave well towards each other. They share resources because the childminder offers clear explanations to support their understanding as they grow older. She develops children's awareness of each other's needs and feelings by finding similar toys and enabling children to take turns. The childminder is a good role model and she encourages children to be polite. She uses praise frequently to encourage children's positive behaviour.

Children follow daily routines well and the childminder participates with children to increase their skills of managing their personal care. For example, they sing together every time children wash their hands after toileting. This results in children enjoying the routine and also helps their understanding of health and hygiene. Children have daily opportunities for fresh air and exercise. They have individual drinks and the childminder reminds them often to ensure they recognise when they are thirsty.

Children follow the rules and boundaries within the home. They know they are not permitted to go upstairs without the childminder. They take part in fire drills to develop their understanding of risks and the importance of fire safety. The childminder regularly includes opportunities for children to increase their awareness of road safety during outings. She always explains when crossing roads to develop younger children's awareness.

The childminder provides ample resources and freedom of movement for children within the ground floor rooms. She clearly encourages and promotes children's all round development which helps to prepare children for their future learning.

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

The inspection took place to monitor the progress the childminder has made since an investigation visit took place earlier this year. At the time the childminder's safeguarding awareness was found to be lacking and actions were set for the childminder to complete a child protection training course to enable her to identify, understand and respond appropriately to signs of possible abuse and neglect and to know when to refer to other agencies without delay. Also to ensure her safeguarding policy was up to date and includes the action to be taken in the event of an allegation against her or a household member. The childminder confirms she has completed safeguarding training and demonstrates increased knowledge of safeguarding matters and knows how to respond to any concerns or allegations. She has updated her safeguarding policy and procedure to meet current requirements. However, the childminder has not fully understood all areas of safeguarding because she has not implemented all the requirements for ensuring children's safety and welfare. Although she is observed to supervise children closely while they play she has not considered the potential risk of children leaving the garden unsupervised in the event that she is distracted. Children can easily reach the low-level bolt and at the time of the inspection the gate was not bolted. This shows a weakness in her risk assessment and security measures. The childminder has not completed the required individual records of information for all children and she has not obtained all necessary written permissions from parents. These are breaches of legal requirements of the Early Years Foundation Stage and also Childcare Register requirements. These failures have the potential to compromise children's safety. Such weaknesses were previously highlighted during her inspection in 2011. Although the childminder took action for improvement at the time, the findings of this inspection show that the childminder has failed to maintain the improved practice.

The childminder understands her responsibility to meet the learning and development requirements. She has attended Early Years Foundation Stage training and this has suitably increased her ability to promote children's progress through play. She has also developed clear systems to show how she monitors individual children's progress. She uses this information to plan successfully for children's next steps in development.

The childminder has suitably evaluated the learning environment and made improvements. She has introduced clear records to enable parents to share information and participate in children's learning through play. The childminder understands her responsibility to work with other providers who share children's care and learning.

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:

- keep a record of the name, home address and date of birth of each child who is looked after on the premises and also the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (Compulsory part of the childcare Register)
- ensure that a child is unable to leave the premises unsupervised (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register).
- keep a record of the name, home address and date of birth of each child who is looked after on the premises and also the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (Voluntary part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised except where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (voluntary part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (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	EY412978
Local authority	Hampshire
Inspection number	922833
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	29/11/2012
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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