

Inspection date	17/10/2013
Previous inspection date	20/09/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children develop positive and friendly relationships with the childminder.
- The childminder maintains a well-organised and secure environment for children.
- Children develop their communication and language skills because the childminder spends time talking to them and encouraging conversations as they play.

It is not yet good because

- The childminder has worked with an assistant without informing Ofsted.
- The childminder does not consistently monitor children's learning or work closely with parents and other settings children attend so that she can fully support their progression.
- The childminder has not fully developed systems of self-evaluation to help her develop her skills and daily practice and improve outcomes for children.

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 indoors.
- The inspector spoke to the childminder, children and parents at appropriate times during the inspection.
- The inspector sampled children's records and a selection of policies and regulatory documentation.

Inspector

Marilyn Joy

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two school age children in Fleet, Hampshire. Downstairs provides the main area used for childminding. Sleeping facilities are located upstairs. There is a garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children under eight years on roll; of these four are 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 any person working as an assistant is registered with Ofsted and First Aid training is completed before they are left in sole charge of children
- ensure that every child's learning is consistently monitored in order to plan and provide challenging activities that support their individual progression and involve parents and other settings in this process

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

- strengthen self-evaluation processes to help identify further improvements in daily practice and updating of skills and knowledge; for example, regarding child protection issues
- review daily hygiene arrangements to help children develop good hygiene habits and prevent the spread of infection, particularly when changing nappies.

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

Overall, the childminder gets to know children well and offers an appropriate range of activities. Consequently, children make satisfactory progress in their learning. The childminder supplements activities in the home with outings and additional activities at toddler groups. Children enjoy dressing-up and playing with the dolls. Children develop their hand-eye coordination as they manipulate dough and learn to handle different materials. They work out how to fit construction kits together and build their own models. The childminder introduces counting and colours as they play. The childminder suggests a music session and finds the box of musical instruments. Babies and young children are interested and enjoy shaking the bells and banging the drum. The childminder has music playing quite loudly but does not turn it off so that children can concentrate on making their own music or suggest playing along to it. The childminder begins a song and older children are interested in joining in. However, the childminder does not pursue this successfully. Consequently, children do not experience a meaningful activity that consistently challenges their learning.

The childminder regularly observes most children and tracks their progression. Generally, she is aware of children's next steps for learning. However, she does not always use this information effectively to plan children's progression or share this information with

parents. The childminder produces a learning journal for most children. This includes photographs and written observations recording children's experiences. Parents view this. However, they are not fully involved in contributing towards the assessment process. When children attend other settings, the childminder has some discussions with the staff. For example, they agree who will complete the progress check for children aged between two and three years. However, the childminder does not fully consider how they can work together to support children's learning and development. Consequently, children do not benefit from consistent support to help them reach their potential.

Generally, the childminder interacts positively with children when she is playing with them. She helps children successfully complete a number puzzle and begin to identify the numbers and shapes they see. She reinforces babies' attempts at speech by modelling conversations and repeating what they say. She praises children when they do well, which boosts their confidence and encourages their learning in preparation for school. The childminder has a variety of books to encourage an interest in reading and stories. Children experiment with early writing skills when chalking outdoors.

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

Children develop a clear sense of belonging in the happy and relaxed manner in which they play and interact with the childminder. Children seek her support when unsure or upset. For example, babies enjoy a cuddle after hearing a loud noise. Older children ask the childminder to help with a game. The childminder helps children understand what is expected of them by providing them with clear boundaries. She explains they must not push one another over but use kind hands instead. The childminder helps children learn about staying safe. For example, she explains children need to help put the toys away so they do not trip over them. The childminder also uses a pushchair to help keep children safe in the home. For example, if she needs to go upstairs or use the bathroom she puts young children in the pushchair or high chair so they do not come to harm.

Children make choices about what they want to play with. There is a suitable selection of age appropriate toys available. They are stored at low level, which encourages children to be independent and select resources for themselves. Babies develop their physical skills as they pull themselves up on the low level furniture. They gain confidence because there is plenty for them to hold onto. Children sometimes play in the garden otherwise they go for walks with the childminder and visit the park. The childminder takes children to toddler groups and meets with other adults. This helps them prepare for the next stage in their learning as they get used to different environments and socialise with others.

The childminder gathers information from parents about children's individual health and welfare needs. This helps her to accommodate children's individual needs within her routines. Parents provide children's meals and drinks. Babies take it in turns to use the high chair and older children have their own small table for meals and craft activities. However, the childminder does not always help children learn good hygiene habits by encouraging them to wash their hands before meals. When changing nappies she does not consistently introduce hand washing with the children or thoroughly clean the mat she

is using. Consequently, children do not always learn how to prevent the spread of germs and the importance of this.

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

This inspection was brought forward because a concern was raised regarding behaviour management and safeguarding practice. An unannounced inspection was carried out. There was no evidence that children's behaviour is not being managed appropriately. Generally, the childminder has a satisfactory understanding of the Statutory Framework for the Early Years Foundation Stage and her responsibilities. However, the childminder does not include a secure understanding of the requirements regarding the use of assistants. Consequently, she has left children with her husband. This is a breach of the requirements because he is not registered as her assistant and does not hold a relevant first aid certificate. This also applies to the Childcare Register. The impact on children was minimal because suitability checks have been carried out on him as part of the registration process and written parental consent was sought for such occasions.

The childminder adequately identifies potential hazards in her home and uses safety equipment to help her minimise the risk to children. For example, she uses cupboard locks to prevent children opening cupboards where hazardous substances are stored. The required documentation is in place and well organised. This provides the childminder with the information she needs to respond to children's individual needs.

The childminder is keen to provide a supportive environment for children. She has made some progress since the last inspection by extending the range of craft activities she offers at home. She also invited parents to provide photos of children's families in order to encourage conversations about their home and experiences. The childminder has some systems for monitoring children's learning and development. She has given some thought to how she can improve her practice and children's experiences, such as, increasing the range of toys available for all ages. However, she has not fully considered how she can develop other areas of her practice. For example, how children learn about the importance of personal hygiene. The childminder has a basic understanding of safeguarding and child protection issues and the procedures to follow if she has concerns about a child in her care. However, self-evaluation has not identified how she can strengthen this knowledge with further training. Likewise, the childminder has a satisfactory understanding of behaviour management and suitable strategies to help children understand what is expected of them.

The childminder develops positive relationships with parents. She provides them with copies of her policies and procedures and shares information about their child's day verbally or through a daily diary. The childminder sometimes discusses children's learning and development with parents. However, she has not fully developed her arrangements for working in partnership with parents or other setting's children attend. Consequently, the childminder is not fully supporting children's progression and promoting continuity in

their 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:

- ensure that the childminder is present on the premises at all times when childcare is being provided unless prior written approval is gained from Ofsted for another suitable person to care for the children for short periods of time (compulsory part of the Childcare Register)
- ensure Ofsted is informed of the name, date of birth, address and telephone number of any person working with children (compulsory part of the Childcare Register)
- ensure that the childminder is present on the premises at all times when childcare is being provided unless prior written approval is gained from Ofsted for another suitable person to care for the children for short periods of time (voluntary part of the Childcare Register)
- ensure Ofsted is informed of the name, date of birth, address and telephone number of any person working with children (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	EY444091
Local authority	Hampshire
Inspection number	939045
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	20/09/2012
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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