Inspection date	19/11/2013
Previous inspection date	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

- The childminder plans a wide variety of stimulating and challenging activities, which supports children's individual learning and development.
- Children thoroughly enjoy their time with the childminder and they develop close bonds with her and each other.
- The childminder fully supports children and their families with events in children's lives. This enables children to gain awareness of their own feelings and enhances their sense of belonging.
- The childminder sets out her home very well, which enables children to lead and follow their own play.

It is not yet outstanding because

- The childminder does not have sufficient resources to fully support younger children's developing awareness of diversity and disability.
- The childminder does not always use labelling to encourage children's developing literacy skills.

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 viewed the childminder's policies and procedures.
- The inspector toured the home and garden with the childminder.
- The inspector sought the views of parents through the emails they sent to the childminder prior to the inspection.
- The childminder looked at individual children's learning and development information.

Inspector

Helen Penticost

Full report

Information about the setting

The childminder registered in 2013. She lives with her partner and young child in a house in the Southsea area of Portsmouth in Hampshire. All areas of the property, but mainly the ground floor, are used for childminding. Toilet facilities are on the ground floor. There is a fully enclosed garden available for outdoor play. The family has a pet cat. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is currently caring for six children in the early years age group and she also offers care to school aged children.

What the setting needs to do to improve further

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

- develop the use of labelling in both the indoor and outdoor areas to support children's early literacy skills

- develop the range of resources that reflect cultures and disability to fully support younger children's awareness of diversity.

Inspection judgements

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

Children are making good progress in their learning and development, which enables them to move onto the next stage in their learning successfully. The childminder uses an electronic system for her observations. She then emails these to parents so that they can view information about their child's achievements on a regular basis. The childminder clearly links her observations to the areas of learning and then uses these to inform her assessments. She provides parents with a six-weekly progress assessment and informs parents of the children's next steps that she will be focussing on. The childminder plans effectively across the seven areas of learning for all children using her on-going discussions with children and parents and her next steps information. The childminder gives parents ideas about how they can support their children's learning at home, which supports consistency in children's learning. The childminder has a good understanding of the requirements of the progress check for children aged between two and three years.

Children thoroughly enjoy the activities that the childminder plans and provides. For example, they become thoroughly engrossed in exploring the different textures of breakfast cereal, dried pasta, rice and semolina. Children use the wide variety of bowls, funnels, spoons, bottles and pots to pour from one to another and to fill and empty. The childminder asks children thought-provoking questions and supports the children's play.

For instance, when the cereal becomes trapped in the funnel, the childminder finds a cardboard tube. This enables the child to carry on passing objects through a tube successfully. Activities such as this enhance children's early communications, support hand-eye co-ordination and help to develop the children's problem solving skills, while developing small muscle skills.

Children squeal and giggle with delight as they play a game of peek-a-boo. They hide in the play tent and block their view with the camouflage net. The childminder adds another dimension to the children's play by offering them a large foil sheet. Together the children listen to the sounds that the foil makes as they move it around. This supports and extends children's play. The children explore the books in the tent and enjoy pressing the buttons on the interactive books. This supports them to develop a love of books. However, the childminder does not use a variety of words and pictures in labelling indoors and outdoors to develop children's awareness that print carries meaning.

Children have many opportunities to explore a variety of technological equipment. For example, the childminder shows them how to operate a digital camera and helps them to take photographs. Children also use a torch as they play in the tent. This enables them to gain an understanding of how things work. Children use basic sign language and the childminder fully supports this method of communication. For instance, during story times the childminder uses the signs for the animals in the book, which helps to reinforce children's understanding and enjoyment of the stories.

Children become animated during singing sessions as they join in with the actions and use the props. These activities support children's awareness of sound and rhythm. Children enjoy looking at photographs of themselves through the television. The childminder talks with the children about what they were doing in the photograph. Parents can also view the photographs to see what their children have been doing throughout the day. This enables children to recall events in their lives and also supports good relationships with parents. The childminder is fully supportive of children's family situations and events that are important in their lives. For instance, she helps children to track the progress of the ship that their father is aboard and explains to them why he is on the ship. They use an atlas and a map of the world together and plan further activities, such as sending a parcel. This helps children come to terms with events in their lives enabling them to manage and understand their feelings.

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

The childminder manages children's behaviour in a very positive and caring manner, for instance, she reminds children to be gentle with each other. This creates a calm environment where children can develop close and trusting bonds and gain a good understanding of how to manage their own behaviour. Children receive consistent and meaningful praise and encouragement to help them to develop good levels of confidence and self-esteem. The childminder helps children understand about today's diverse society and she provides an inclusive environment for the children. She has a good range of resources available to support older children's awareness of diversity. However, there is a

limited range of resources to fully support younger children's awareness of different cultures and disability. Children take part in very regular outings within the local community where they learn good social skills and an understanding of those that are different to themselves.

The childminder provides children with a child-centred, homely environment, which is thoughtfully set out to enable children to develop their own play. Overall, the childminder has a good variety of toys and resources, which she rotates to ensure that children remain interested. The childminder puts out a variety of stimulating and challenging toys and resources, which she varies depending on the needs of the children she is caring for on the day. The childminder maintains her home to very high standards and she gives high priority to safety and hygiene. The childminder is very professional in her approach, which she clearly demonstrates through her organisation of her childminding business. Her risk assessments are thorough and cover all aspects of the provision.

Children gain an awareness of their own safety and that of others. For example, they practise fire evacuation with the childminder, so that they learn how to follow the correct procedure in the event of an emergency. The childminder holds a valid first aid certificate, which helps to ensure that children receive appropriate care in the event of an accident. The childminder offers a healthy eating plan and children develop a good awareness of how to adopt a healthy diet and lifestyle. The childminder prepares all meals, snacks and drinks for the children in accordance with their individual needs. Children have daily opportunities to play in the fresh air either in the garden or while on a wide variety of outings. They manoeuvre around the garden using the ride on toys, climb up and down the slide and explore the sand and water. This supports their large and small muscle skills.

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

The childminder has a thorough knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The childminder clearly demonstrates her awareness of her role in safeguarding children. Her policy highlights to parents how and where the childminder would report any concerns that she may have about a child in her care. The childminder has attended safeguarding training and is aware of the signs and symptoms that would cause her concern. The childminder demonstrates a very positive attitude towards her professional development. She has attended several courses and she is completing an appropriate early years qualification. Through her training she has become confident in assessing children's current levels of development. This has enabled her to plan effectively for children's next steps. The childminder continually evaluates her practice. For instance, she has revised her observation, assessment and planning system to provide a clear record of each child's progress. This demonstrates the childminder's ability to make and maintain consistent improvements and develop good outcomes for children.

The childminder has a very professional attitude and fully fosters good relationships with parents, which provides consistency for children. She develops highly effective

communication systems with parents and others involved in children's care using a three way communications diary. Initially, parents receive a wealth of information about the how the childminder operates. They sign to give various permissions, for example, for seeking emergency treatment, and complete information records and contracts. Parents also sign to say that they have read, and will abide by, the childminder's policies and procedures. Parents complete an 'All about me' information record, which enables the childminder to gain an insight into the child's current likes, dislikes and developmental stage. The childminder keeps parents fully informed about their child's day and achievements using the diary, and through daily discussions. She suggests activities that parents may like to complete with their child at home. This enables parents and the childminder to be equal partners in children's learning and development. Parents comment very positively about the childminder, for instance they say that 'There is always a fun and enriching activity planned'. The childminder shares individual children's learning and development information regularly with those involved in children's care, which fully supports consistency in children's learning and development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY459513
Local authority	Portsmouth
Inspection number	917237
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	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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