

<b>Inspection date</b>	04/11/2013
Previous inspection date	14/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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 requires improvement**

- Children are happy, settled and build a secure relationship with the childminder.
- Children enjoy a choice of play and learning activities, which complements their school education. There is good emphasis on children's physical development.
- The childminder shows focused future improvements through training and personal development.

#### **It is not yet good because**

- The childminder does not always act quickly when implementing her child protection procedure.
- The daily communication with parents and other providers is brief and does not help the childminder to plan effectively for individual children's needs.
- The childminder does not always interact with children purposefully, to promote effective learning.

## 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 walked with the children and childminder to school.
- The inspector observed interactions between children and the childminder.
- The inspector held a discussion with the childminder about children's learning and development and about safeguarding and welfare.
- The inspector sampled relevant documentation including some safeguarding documentation.
- The inspector spoke to a parent to gain their view of the setting.

## Inspector

Lorraine Wardlaw

## Full report

### Information about the setting

The childminder registered in 1996. She lives with her husband in a residential area in Locks Heath, near Southampton. The house is close to pre-schools, schools, shops and a park.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early year's age group on a part-time basis, who attend full-time school.

### What the setting needs to do to improve further

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

- ensure the child protection procedure is swiftly implemented when concerns are raised about a child.
- improve the educational programmes and the quality of teaching by interacting more purposefully with children to develop their ideas, knowledge and skills to think critically

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

- strengthen the partnership between other settings and parents by communicating more regularly about children's learning and development.

## Inspection judgements

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

Children relate to the childminder happily and with confidence. They enjoy play activities of their choosing before and after school, which suitably complements their learning and development. For example, they draw imaginative pictures and write their names, using pens and paper sat together at the table before school. Overall, the childminder has a sound understanding of how to effectively promote children's developmental progress. She provides children with good choices of play equipment and materials each day, so they are interested and stimulated in purposeful play opportunities. For example, after school they complete puzzles and make firework pictures, which promote mathematical development and expressive arts and design. However, the childminder does not always interact with children purposefully to build on their knowledge and skills or to encourage them to think critically. For example, she misses opportunities to talk about the weather and seasons

when a child comments they are looking at the trees, and include all children in conversation, while standing together in the school playground. The childminder does not always ask open-ended questions to develop children's skills for their future learning. This means she is not effectively offering good extension, and challenge when promoting children's speaking and thinking skills.

The childminder is developing her skills in how to effectively observe children, assess their capabilities and implement their next learning steps. For those children who do not attend school she keeps a track of their progress through a secure system, which highlights the steps to the early learning goals. She keeps a record of her observations and mostly identifies what children's next learning steps are. She plans activities such as planting potatoes and cabbage plants to promote understating of the world, for younger children. Through her current training, she demonstrates that her knowledge of promoting effective teaching and learning is developing. For example, she has recently made up a story sack of a well known book, with games and a soft toy, to promote listening to stories and to develop children's literacy skills.

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

Children show they have a good relationship with the childminder and are growing securely in self-assurance. This is because of the understanding and kind care they receive from the childminder. Children behave well, know the boundaries of behaviour and keep safe on the walk to school. The childminder encourages them to look before crossing the road, to ensure it is safe. However, she does not ask the children to recall what they need to do to keep safe when out, to re-enforce and embed the learning. She ensures the younger children hold her hand, on the inside of the pavement, away from the passing cars. Children talk with ease and confidence to the childminder with whom they have built a secure bond. However, when the children share their welfare concerns with her, she does not always act swiftly enough, which compromises how safe and secure they feel. Activities such as 'Who is in the house today?' with name cards, help children have a sense of belonging in the childminder's home. Children learn the fire drill, so they know how to react in an emergency.

Young children are able to follow the hygiene routines such as washing their hands after using the toilet because the childminder has placed a pictorial notice in the downstairs toilet. They use a paper towels to dry their hands, which minimises cross infection. Children are offered a variety of snacks, which include fruit and cereal bars after school to promote healthy eating. Children receive lots of exercise and outdoor play because they walk to school daily and have many trips to the park, which promotes their physical skills.

They are developing skills to prepare them for their next stage of learning in school. Children have a brief visit with their parents before they commence with the childminder to ensure she gains sufficient information from parents to meet the children's needs. The childminder provides a well-resourced, welcoming playroom, so children can make choices in their play. She involves the children in improving the layout of the room. For example, a

child who loves reading helps to organise a book corner.

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

Although the childminder understands her responsibilities regarding meeting the safeguarding and welfare requirements, she does not always follow strict procedures, rigorously. This unannounced inspection took place because Ofsted received a child protection notification. However, evidence gathered at the inspection shows that although the childminder keeps a good written safeguarding policy and has a sound knowledge of the child protection procedure, she did not follow it swiftly to fully promote children's welfare. The childminder risk assesses areas used by children and minimises hazards to keep them safe. Her safeguarding and welfare documentation is up to date and readily available for inspection.

Since her last inspection the childminder has embarked on a National Vocational Qualification at level 3 in early years. Consequently, she is becoming much more aware of how to implement the learning and development requirements. Through discussion, her play resources and the organisation of the environment, the childminder demonstrates a persistent drive for improvement. She attends training, which involves many discussions with other childminders, self-reflection and her accurate self-evaluation, which she has completed. The childminder builds secure relationships with parents through her open and friendly approach. However, the communication with parents and other providers such as the school is often brief. This means the childminder's play and educational programme cannot always effectively match children's learning needs consistently with the other settings they attend. The childminder has a book for each early years child to share her observations with their parents. Parents feel happy with the childminding service and the wrap around care provision for their child. They talk about the play resources their child is interested in, and about how comfortable their child feels with a childminder who is kind and motherly towards them. The childminder has introduced herself to the children's teacher, and is in the process of building links with the children's school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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

<b>Unique reference number</b>	111113
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	939602
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/12/2011
<b>Telephone number</b>	

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

