

<b>Inspection date</b>	24/10/2013
Previous inspection date	03/06/2013

<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 is satisfactory**

- The childminder encourages younger children to settle through providing close support and affection; this reassures children and supports their emotional development.
- The childminder develops sound relationships with parents through regular verbal exchanges and this helps her to suitably meet children's individual care needs.
- The childminder communicates well with children and uses explanation, repetition and songs to encourage children's early speech and language skills.

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

- The childminder is not adequately using her observation and recognition of children's capabilities to plan their next steps in learning. This results in incidental learning that does not fully meet the individual learning needs of the children attending.
- The childminder is not consistently sharing information with parents about children's level of progress or about their next steps in development. Consequently parents are not encouraged to discuss or share children's achievements from home.
- The childminder does not reflect enough on her practice to identify key issues for development. This impacts on the quality of provision 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 arrived and showed identification documents.
- The inspector gained evidence through discussion with the childminder, parents and children.
- The inspector observed the premises, the play and daily routines and viewed documentation.
- The inspector provided feedback and gave the inspection judgement.

## Inspector

Christine Clint

## Full Report

### Information about the setting

The childminder registered in 2010. She lives with her husband and two children of school age, in a residential area in Lee-on-the-Solent, Hampshire. Children play on the ground floor only and use the open plan kitchen/living area. There is a toilet on the ground floor. Upstairs is used for sleeping and overnight care. There is an enclosed garden for outdoor play. The family has one cat. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She currently has eight children on roll; of these, six 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:

- use the observations of children's learning to plan for their individual progress and in this way include purposeful learning activities for children of different ages
- share information with parents about how the learning and development requirements are being delivered and include information for parents about children's next steps in development

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

- strengthen the effectiveness of self-evaluation, to include contributions from children, parents and other carers to clearly identify areas for further development to improve the quality of the provision.

## Inspection judgements

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

The childminder provides a variety of activities and children can make suitable choices during their play. They move freely to find toys and equipment and younger children learn to crawl and support themselves. The childminder recognises children's early physical skills and she explains how she places play equipment within reach to encourage children's progress in movement. Older children show some level of curiosity by finding puzzle pieces and they talk about their favourite puzzles when they fit the pieces together. The childminder clearly encourages children's communication and she explains and repeats words to develop children's early speech and language skills. For example, she encourages

children to remember and talk about previous events. Children name the animals they saw on the farm visit and talk about baby cows. The childminder appropriately introduces the word calf to extend children's language and understanding. She includes younger children in the conversation by adding the animal sounds. The childminder uses spontaneous singing to help younger children to settle and all children show they are keen to take part. Children are familiar with the words and actions to songs and this further increases their progress in communication and language.

The childminder explains children's individual capabilities and progress and she has a sound understanding, although she is not using this knowledge adequately to assess children's progress across all the areas of learning. The childminder is not planning sufficiently to meet children's individual needs for progress because most learning is incidental or spontaneous and often takes place during care routines.

The childminder has attended training to increase her knowledge and understanding of providing a written summary of children's development in the prime areas of learning. She is able to describe how she will record children's individual progress when aged two years.

The childminder initially encourages parents to share information about children's starting points in development. However, the daily verbal dialogue is mostly limited to information about children's care needs. The childminder does not consistently inform parents about children's next steps in learning or include how she plans to encourage children's progress. Therefore parents do not regularly share information about children's progress at home and in this way contribute to their children's development.

The childminder generally encourages children to make progress in managing their personal care needs and they learn some independent skills as they grow. This suitably prepares children for moving on to school.

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

The childminder clearly supports children to settle and she shows a sound understanding of meeting children's emotional needs. She recognises when younger children need affection and she provides close care. She maintains this close attention throughout the day to reassure and encourage children to gain a sense of belonging. The childminder explains how she often calms younger children by taking them for local walks; she recognises this change of environment distracts children and helps them to settle.

Older children understand how to behave because the childminder explains clearly and provides constant dialogue. For example she encourages children to use the ground floor toilet independently and she listens and talks to them while they manage. Children feel safe because the childminder is continually with them to supervise and support their routines. For example, younger children are securely strapped in booster chairs to enable them to sit at the table safely. Younger children also sleep in the pushchair on the ground floor and this enables the childminder to continually reassure children through talking and singing.

The childminder follows regular routines to maintain hygiene by using wipes for younger children's hands before snack and lunch time. As children grow they learn to be responsible for washing their own hands and this develops their understanding of being healthy. Children have fruit at snack time and regular drinks to increase their awareness of healthy eating. The childminder includes frequent outings for children and she knows that exercise and fresh air promote a healthy lifestyle. Children regularly attend group venues for increasing their physical development and they have a selection of appropriate outdoor play apparatus in the garden.

Children can easily access a broad range of play equipment indoors because the childminder has suitably organised this within the open-plan area. This enables older children to make choices, for example, they dress-up and initiate their own role play. However, younger children need more planned play ideas to provide purpose and opportunities for moving on in their learning.

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

The childminder mostly understands her responsibility to meet the learning and development requirements. She does recognise gaps in children's development and she responsibly raises any concerns with parents and other professionals to support children's learning. However, the childminder does not show how she is adequately monitoring all children's progress across all areas of learning or planning sufficiently to meet children's individual learning needs.

The childminder safeguards all children in her care and she is fully aware of referring any concerns. She understands her responsibility to recognise any signs symptoms of concern and she knows how to contact other agencies to protect children. The childminder has included a complaints record and she clearly understands the need to show the outcome of any complaints made against her.

The childminder is continuing to make progress in her learning and development through attending training. She has focused on developing systems for providing parents with an assessment of their children's progress once children are two years old. The childminder uses the internet to read and learn. She explains that this helps her to evaluate and she gains new ideas. However, the childminder is not fully using new information to reflect enough on her daily practice. She is not clearly identifying key issues for development and this impacts on the quality of provision for children.

The childminder has frequent opportunities for discussion with parents and she has experience of using other agencies to support individual children's needs. She is aware of building the links with other providers when children attend more than one setting.

### **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	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

<b>Unique reference number</b>	EY407004
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	936473
<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>	5
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	03/06/2013
<b>Telephone number</b>	

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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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