

Inspection date

10/02/2014

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 gives high regard to children's language and communication development. She uses a wide range of books and sign language in order for children to develop their vocabulary.
- The childminder has good relationships with parents and there are effective ways of seeking their views about their children's care and teaching. This enables her to plan well for their next steps.
- Caring relationships exist with children and as a result, they feel safe and secure in the childminder's care.

It is not yet outstanding because

- Although children have good learning opportunities inside, there is scope to improve learning opportunities in the childminders garden.

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 the childminder interacting with the children.
- The inspector spoke to a parent.
- The inspector examined documentation, such as policies, procedures and children's learning journeys.

Inspector

Clare Leake

Full report

Information about the setting

The childminder registered in 2013. She is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder lives with her husband and young child in the Hedge End area of Southampton in Hampshire, close to local schools and shops. The bottom floor of the property is available for childminding with toilet facilities. There is an enclosed garden for outdoor play. The family has a pet tortoise. The childminder is a qualified primary school teacher. She currently has three children on role.

What the setting needs to do to improve further

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

- develop the outdoor area further to support all areas of children's learning.

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. This is because the childminder has an effective understanding of how children learn through play and how to engage and maintain their interest. The quality of teaching is good and as a result of this children are making progress in all areas of learning, especially in communication and language. Children have great fun and are eager to learn. The childminder motivates their interest by providing exciting activities such as making something special, 'for someone they love' for Valentines Day.

The indoor environment is well resourced with labelled storage boxes and writing opportunities such as a chalk board at the children's level. Outside however, children do not have the same opportunities to learn, for example, there are no resources outside for them to practice their early writing skills. The childminder has a large selection of books on offer to meet the needs of the children. The childminder reads stories to the children and questions what they can see. This helps the children to really enjoy the story and discover that print has meaning.

The childminder regularly observes the children's progress across the areas of learning and records these in detailed learning journeys. She uses these observations to make sure that children are making good progress and to plan for their next steps. Photographs are also used as evidence to show the progress in each area of learning and these are shared with parents. This enables the parents to see the achievements their children have made, along with the 'wow' moments that detail special progress. The next steps in learning are identified and are then included in the next months planning. The childminder is flexible in

her planning to enable her to adapt her teaching to naturally arising situations as they occur. The childminder teaches children to be independent, encouraging them to carry the cooking ingredients to the table when they are icing biscuits, for example. This helps the children gain the necessary skills in readiness for school.

Partnerships with parents are good. Parents receive regular information about their children's development and are encouraged to look at their children's learning journeys. A monthly newsletter also helps the parents to know what activities the childminder has planned for the children. This allows the parents to contribute to their child's home learning. Overall, the learning environment is well organised and the childminder has good knowledge of every child in her care. The interaction between the children and the childminder is strong. This enables children to settle and feel happy and confident in the care of the childminder.

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

Children settle well with the childminder because she has a good knowledge of their individual needs. Parents feel confident leaving their children with the childminder because she takes the time to ensure the children are settled and comforted. Parents are encouraged to visit the setting beforehand so that their individual wishes for their children can be discussed. This means that parents are happy with the care the childminder offers, with one parent saying, 'it's brilliant, she has been a godsend'.

All children are taught good self care skills. For example, the children wash their hands before a cooking activity and dry them on individual hand towels. The childminder teaches them about the need to wash away the germs before they start to cook. They giggle as they eat the cooking ingredients before they are supposed to, which shows that they are confident in the childminders care and are developing a good sense of humour.

The childminder teaches children about safety. The children practice regular fire drills so that they are able to evacuate the premises in the event of an emergency. This, along with the weekly smoke detector tests helps to ensure that children play in a safe environment. The childminder teaches children about healthy life styles. She makes sure that they have regular outdoor play in all weathers in her enclosed garden where they learn the benefits of fresh air and exercise. All children are taught to behave well and readily share and take turns. This means that the children are able to respect each other and their feelings and supports their personal, social and emotional development.

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

The childminder has a good understanding and secure knowledge of safeguarding issues and the procedure to follow if she had any concerns about a child in her care. She has undertaken effective risk assessments for the home, outdoors and any outings, and she ensures that this information is understood by parents. This helps to minimise any hazards

to keep children safe. For example she has a stair gate across the kitchen entrance and an outdoor garden gate that is bolted shut to keep her premises secure.

The childminder uses self evaluation and parental questionnaires to reflect on her practice, and she uses information gained from this to make any improvements she identifies. For example, she is aware that the outdoor area could be improved upon and she is looking into methods of doing this. The childminder monitors each child effectively so that they get opportunities offered to them which reflect their interests. As a result, children become keen learners who are making good progress towards the early learning goals.

The childminder is an experienced practitioner and has a good understanding of how children learn. She has a secure knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and monitors children effectively against this. This means that each child is given good support to meet their full potential.

Effective partnerships with parents mean that information is exchanged verbally on a daily basis, so they understand the practice and care that their children receive. Such trusting relationships mean that the children are happy and secure in the care received, enjoy their time with the childminder and become active learners. The childminder works well in partnership with the local school. She has good systems for exchanging information with them about the children she cares for. As a result children have a smooth move onto school.

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	EY463275
Local authority	Hampshire
Inspection number	933756
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

