

Inspection date	05/02/2014
Previous inspection date	27/05/2010

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 requires improvement

- Children relate well to the childminder and her assistants who encourage children's increasing independence in their personal skills.
- The childminder has a secure understanding of safeguarding and is clear of procedures to follow to promote children's welfare.
- Children develop good habits as they wash their hands and clean their teeth during the daily routines, helping to teach them about keeping healthy.
- Partnerships with parents are strong. As a result, parents are kept well informed about their children's care, learning and development.

It is not yet good because

- The childminder has not notified Ofsted of changes when adults no longer live or work on the childminding premises.
- The childminder does not make the most of opportunities to model language and introduce new words, to help promote children's communication skills.
- At times, some children are not fully engaged in purposeful play and they just wander between different rooms. As a result, their learning is not always being supported.
- The childminder does not always talk with children to help them learn how to manage their own behaviour.

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 and outdoors, and the interaction between the childminder and the childminder's assistants with the children during play.
- The inspector spoke with the childminder and the childminder's assistants at appropriate times throughout the inspection.
- The inspector looked at a range of documents provided by the childminder, including children's learning journals.

Inspector

Dinah Round

Full report

Information about the setting

The childminder has been registered since 2001. She lives with her partner and teenage daughter in Totton, Hampshire. Childminding takes place on the ground floor with sleeping facilities on the first floor. The front garden is used for outdoor activities. The family have one dog, two cats, a parrot and a bearded dragon. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is also registered to work with two assistants. There are currently 20 children on roll, of these 17 are in the early years age group. The childminder supports children with special educational needs and/or disabilities. She receives funding for the provision of free nursery education for children aged two, three and four years. The childminder is an Accredited Network Childminder and has a level 3 qualification.

What the setting needs to do to improve further

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

- notify Ofsted of any change to the persons aged 16 years or older living or working on childminding premises.
- improve the quality of teaching to strengthen children's communication skills, and to ensure that all children are fully engaged in purposeful play activities and experiences.

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

- review behaviour management strategies to help children learn how to manage their own behaviour.

Inspection judgements

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

Children are happy and relate well to the childminder and her assistants. Children attend for a settling-in session before they start. This enables the childminder to gain information from parents about children's individual needs and routines so she can follow these from the start. Children take part in a variety of play activities and experiences, both at the childminder's home and through regular outings in their local environment. For example, they play on the wooden pirate ship at the park and, when back at the childminder's home, use their imaginations to create their own pirate ship. This fosters children's creativity. The childminder has implemented suitable assessment systems to help her

monitor children's achievements. Observations and photographs are collated in children's individual learning journals to help the childminder identify the next steps in children's development. However, in practice the childminder does not make sure that all children are involved in challenging play experiences. This means, at times, some children lose interest, wandering between the rooms and not engaged in purposeful play activities. The childminder plans a suitable variety of adult-led activities alongside the child-initiated play to cover all areas of learning with the children. As a result, children make satisfactory progress in their learning and development in relation to their starting points.

Children gain appropriate skills for the future as they are encouraged to become increasingly independent from a young age. Children show confidence as they stand on the child step to wash their hands before snack and are supported in learning to chop up their fruit. The childminder and her assistants get involved in the children's play activities and promote conversation appropriately, encouraging children to talk about their play. However, they do not maximise opportunities to model language and introduce new words to build on children's vocabulary and strengthen their communication skills. Children have access to pens and paper and the older children are encouraged to try to write their names on their artwork. This helps children to give meanings to the marks that they make. Children have fun as they join in the group activity. The childminder sings their names and gently rolls the ball to them. They smile as they see the ball coming towards them and show control as they eagerly roll the ball back to the childminder. This enjoyable activity helps develop children's co-ordination skills and teaches them to take turns with their friends. Children have access to sensory play activities and experiences. They enjoy manipulating the play dough and press and roll it between their fingers to make a sausage, then use the various tools to create different shapes. This helps promote their physical development.

The childminder has established positive partnerships with parents. Informal discussion at handover times makes sure there is a regular two-way exchange of information. This keeps parents well informed about their child's care and well-being. Parents can view children's learning journals at any time and are encouraged to share comments about their children's learning. The childminder has recently implemented the progress check for children at age two and shares this information with parents. This means the childminder involves parents in their children's learning and development appropriately.

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

Children have trusting relationships with the childminder and assistants. The childminder has a clear understanding of children's individual needs and interacts with children in a friendly and caring manner. She communicates with her assistants to share information about children's individual routines. This enables all adults to work together to make sure the children feel settled and secure. The childminder recognises when children are getting tired and finds their comfort toy so they settle quickly for their sleep. Children learn to share and think of others during their play, such as sharing their play dough. They receive praise for being kind and sharing with their friends which helps to boost their self-esteem. However, at times, the behaviour strategies used by the childminder and assistants do not

always help children to understand how to manage their feelings and behaviour. This means that children are not always fully supported in learning how to manage their own behaviour.

The childminder has implemented suitable safety measures in areas of the premises used by the children. She completes risk assessments on both her home and for any outings. This contributes towards helping her to identify and minimise risks to children so they can move around in safety. Children are supervised appropriately and the childminder talks to them to raise their awareness of how to keep themselves and others safe. For example, she reminds children not to ride their sit-on toys in the quiet room where babies are playing. The childminder uses a single and double pushchair to make sure that all younger children are safely strapped in when taking them on outings. Children take part in regular fire drills so they understand what to do if they need to leave the premises in an emergency.

The childminder follows clear practices to help children learn good hygiene habits. She makes sure all children wash their hands before they eat and talks to them about the importance to wash away germs. All children clean their teeth after meals helping to teach them the importance of keeping themselves healthy. Children enjoy a variety of nutritious snacks of fresh fruit during the day. The childminder liaises closely with the parents to gain information about children's individual feeding requirements and any special dietary requirements. Children have access to daily outdoor play through use of the childminder's front garden and going on frequent outings. This means they get regular fresh air and exercise. Children have use of a wide range of age-appropriate toys and play equipment. They are able to make choices about what they play with as the resources are generally stored on low-level units. This helps to promote children's independence.

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

The childminder has a sound understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has policies and procedures to support her childminding provision and she shares these with parents. This helps the parents understand the childminder's roles and responsibilities. The childminder is aware that she needs to notify Ofsted of any new assistants. However, she has not made sure that Ofsted are always notified of changes to adults over 16 years who are no longer working or living on the premises. This is a breach of a requirement of the Statutory Framework for the Early Years Foundation Stage although it has a minimal impact on the children's welfare. The childminder works alongside her assistants to provide consistency for children and make sure their needs are met appropriately. They each have allocated tasks during the day to help the daily routines run smoothly. Records and documentation are satisfactorily maintained and support children's health and welfare.

The childminder recently updated her safeguarding training and has a secure understanding of child protection issues. She is confident of the procedures to follow if she has any concerns about a child in her care. The childminder has a positive attitude to the

continuous development of her childminding provision. She talks with her assistants on a daily basis to reflect on the activities and identify areas for improvement. The ongoing assessment arrangements used by the childminder help her to monitor children's progress appropriately. The childminder has addressed the recommendations for her last inspection. She has purchased more resources that reflect positive images of others cultures to raise children's awareness of differences and provides children with access to information and communication technology. The childminder links with her local authority and other registered childminders for advice and support.

The childminder works closely with parents and other agencies involved in children's care to enable her to support children's developing needs. This means she is aware of children's specific needs and can follow any particular routines so children remain comfortable. The childminder has made contact with other early years settings that children attend to share information and help her provide continuity for children's care and learning. Parents receive regular updates from the childminder about her provision. This keeps them well informed about the childminder's practices and the care she provides.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	112428
Local authority	Hampshire
Inspection number	909119
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	15
Number of children on roll	20
Name of provider	
Date of previous inspection	27/05/2010
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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