

Inspection date	11/03/2014
Previous inspection date	25/04/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Children develop confidence and enjoy their time with the childminder who encourages them to take part in a wide range of activities and play experiences both inside and outside the setting.
- Children feel safe and secure with the childminder as arrangements for safeguarding the children are robust.
- Children are welcomed into a warm, friendly home where they are valued and included to ensure none are disadvantaged.
- The childminder builds good relationships with the parents and shares information regularly to keep them fully informed about their child's progress.
- The childminder creates an environment where the atmosphere is positive and encouraging.

It is not yet outstanding because

- The childminder does not always gain information from parents for each child when they join the setting, to consistently identify the children's starting points for learning to plan for their next steps.
- At times the childminder misses some opportunities to encourage children to compare groups of objects and talk about size during spontaneous play.

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 discussed the childminder's practice with her.
- The inspector observed activities in the indoor learning environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the written views of parents.

Inspector

Alison Large

Full report

Information about the setting

The childminder started in 1993 and registered with Ofsted in 2001. She lives with her husband and one adult child in the Midanbury area of Southampton. All areas of the ground floor are used for childminding, with bathroom and toilet facilities on the first floor. There is an enclosed rear garden for outside play. The childminder is currently caring for three children in the early years age group on a part-time basis. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- strengthen the two-way flow of information relating to each child's experience at home to consistently identify the starting points for their learning

- use spontaneous play activities to encourage children to compare groups of objects and sizes.

Inspection judgements

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

Children are happy and content and enjoy their time with the childminder. She treats them with warmth and kindness, encouraging development of self-esteem and a good sense of belonging. The childminder demonstrates a good understanding of the Early Years Foundation Stage and of how young children learn, and shows a good knowledge of the areas of learning. Assessment records are in place and regular observations are being made. The next steps in children's learning and development are consistently being planned, to ensure that areas for children to develop further are being identified. Children's spoken language is developing well as the childminder chats to the children and gives them time to repeat new words. This helps children acquire new vocabulary and become confident in speaking.

Children's physical skills are developing well as they have opportunities to go for walks or play in the garden where they can run around and get fresh air and exercise. Children also use a range of tools, such as glue sticks and pencils and this means they develop their hand control skills. The childminder gives children regular opportunities to count frequently and talk about shape and colours as they play. For example, they count and recognise the different colours of the crown decorations. However, at times the childminder misses some opportunities to talk about size and compare groups of objects

through spontaneous play. For example, when sorting cars and bricks she does not encourage the children to compare how many more or less they have, or talk about the size of the models they have made. They enjoy looking at books and sharing stories with the childminder. Children enjoy taking part in the activities provided for them. The quality of teaching is good and activities are planned to build on what children know and can do, therefore, the children are being suitably challenged to make further progress. They are gaining the skills necessary for the next stage in their learning.

Parents sign a wide range of agreements when their children first start with the childminder including information on children's needs and development to use as their starting points. However, this is not consistent, as not all parents have completed the information to enable the childminder to know each child's starting points when they join the setting. The childminder has a good partnership with the parents and shares information on their child's day with them. The childminder has yet to put into practice the progress check for two-year-old children, although she has developed her understanding of how to implement this.

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

The childminder provides a safe and welcoming environment for children, ensuring they are all included and supported. Children make very good relationships with the childminder and she encourages them to be independent. This helps prepare them for the next stage in their learning. Children are confident with the childminder and actively seek her attention, whether to play games or to cuddle up together to read a story.

Children's safety is promoted effectively and good systems are in place to ensure the home remains secure at all times. Children understand the need to keep safe as they practise the emergency evacuation procedure, and talk about road safety. Children also learn to use tools safely, such as scissors. Children learn about keeping healthy as the childminder talks about why they need to wash their hands before eating or after messy play. Healthy meals and snacks are provided in accordance with the parents' wishes, and drinks are readily available throughout the day. The childminder is aware of any special dietary needs the children may have. Children engage in a range of indoor and outdoor activities. They develop their physical skills as they access the garden to play, or go for walks, where they can move around freely and develop their large motor skills.

Children's behaviour is good; they get on well with each other and the childminder implements appropriate behaviour management strategies to encourage good behaviour. Children are praised and encouraged by the childminder and are secure and settled, and develop a sense of belonging. They are encouraged to be polite and kind to each other and the childminder supports them in learning to share and take turns. Their social skills are developing and are promoted well by the childminder. The childminder helps build the children's confidence and encourages them to develop the skills needed to be ready for the move onto school. She encourages them in their independence, social skills and recognising their written name, for example. This helps ensure a smooth transfer,

consistency of care and learning and reassurance for each child.

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

The childminder demonstrates a good understanding of promoting the children's learning and development. She has systems in place to monitor the educational programme to ensure the children are making good progress in each area of learning. Activities are planned to meet the individual children's learning needs. The childminder has a good understanding of the procedures to follow should she have any safeguarding concerns; she has a thorough policy in place and is aware of her role and responsibilities. She supervises the children well; the children play in a secure learning environment and the childminder has written risk assessments in place.

The childminder has a system of self-evaluation in place to identify her strengths and has started to identify some areas to develop. She has made significant improvements since the last inspection and addressed all actions and recommendations set. The childminder has attended additional training, such as safeguarding, courses on the learning and development requirements and working with parents, for example. She has used this training to implement new ways of working and these have improved the educational programmes for children. For example, the childminder makes sure she regularly observes children's progress and shares this with parents. Equality and diversity are promoted well; the childminder demonstrates a clear understanding of inclusive practice and encourages children to be fully involved in all aspects of their play.

The relationship with the parents is good. The childminder speaks to the parents when they collect their child to keep them informed of the child's day. Parents comment on how much their child enjoys spending time with the childminder and the good care she provides. She shares the children's progress records with parents so they are aware of the next steps in their child's learning and development to help them extend their child's learning at home. The childminder is aware if she cares for children who attend other early years settings she needs to make links with the settings to ensure continuity of care and learning.

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	131336
Local authority	Southampton
Inspection number	919909
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	25/04/2013
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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