

<b>Inspection date</b>	11/03/2014
Previous inspection date	29/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- The childminder is not meeting all the learning and development requirements. She is not making observations or assessments of children's learning and is therefore unable to plan suitable activities or evaluate their stages of learning and share her findings with parents. These failures undermine children's progress
- The childminder's systems to evaluate practice are not robust to enable her to or identify and address breaches of requirements and the affects of these on children's care and learning.
- The childminder is not offering children appropriate challenges for the children through activities or when they are engaging with the resources.

#### **It has the following strengths**

- Children have warm relationships with the childminder and their day to day needs are met.

## 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 children playing and the interaction of the childminder.
- The inspector had discussions with the childminder about her practice.
- The inspector observed some documentation kept about the children.
- The inspector was unable to sample assessments and planning as there were none in place.
- The inspector found that the childminder was not meeting the legal requirements of the Statutory Framework for the Early Years Foundation Stage.

## Inspector

Amanda Shedden

## Full report

### Information about the setting

The childminder was registered in 2004 and lives with her husband and their four children one of whom is in the early years age group in Bitterne area of Southampton. All areas of the property are used for childminding. There is a fully enclosed garden which is available for outside play. The family has a cat. She is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. There are currently four children in the early years age group on roll. The childminder also cares for children over eight years of age. The childminder holds the Diploma in Home Based Childcare.

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

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

- develop the use of observations, assessments and planning to ensure the stages of development for each child are fully identified and use this information fully to plan challenging experiences across all areas of learning to help children move onto the next stage in their development
- provide further extension and challenge to children's activities and the resources they use through obtaining a thorough knowledge and understanding about the learning and development requirements and how to support children's individual progress across all areas of learning
- improve knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and implement them to promote children's future learning
- ensure the systems used to foster continuous improvement are robust; make sure that self-evaluation identifies and addresses key weaknesses, priorities and targets for improvement based on rigorous monitoring of practice
- make available to parents how the Early Years Foundation Stage is being delivered and how parents can share learning at home

### Inspection judgements

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

The childminder does not have a solid understanding of how to support children's learning and development and this hinders their progress and opportunities to extend their learning. Although the childminder undertakes some observations of the children at play, observations are not linked to any area of learning nor do they identify what the child knows or can already do. This means she is unable to clearly identify the child's next steps in learning. The childminder does not adequately assess or plan for the children's learning and development and therefore is not meeting their individual needs. This results in children not having adequate challenges to promote their progress or prepare them for their next stage in learning.

Children are content at the childminder's home and engage in different activities. They select for themselves from the resources in the play room. They enjoy sensory play activities provided, for example. Here, the childminder encourages children to crush cereal in their hands and they concentrate and persevere when transferring the cereal from one utensil to another. They engage in activities, filling up toy cups up and offering 'tea' to the childminder. They are encouraged to undertake some simple early counting, for example, how many cereal sticks they can stack up. However, the interaction of the childminder does not enhance their learning as she does not encourage them to smell or look at the changes to the cereal as it is crushed or talk about what they see and feel. This demonstrates the childminder's poor quality of teaching techniques and her lack of understanding of how to promote children's learning. The childminder collects and shares information with parents, however, this is primarily about children's care needs. Parents are not given information which would help them continue their child's learning at home. This does not offer continuity in children's learning between the setting and home.

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

The children are happy and feel comfortable in the childminder's home. They interact warmly with the childminder and each other, which offers the children a sense of belonging and emotional well-being. The childminder knows the children's care needs and she ensures the daily routine includes time for these. Parents provide meals and snacks for the children, however, the childminder will supplement these if needed with for example, fruit. Children have access to drinks of water during the day. They access fresh air daily which contributes to a healthy lifestyle. However, they do not consistently wash their hands before eating. This does not help children learn about the need for good personal hygiene. The childminder helps children to develop other self-care skills, however and praises them for their efforts, building on their self-esteem. Children's behaviour is good; the childminder praises them and they learn the house rules through practise as they get older. She encourages good manners and the children know and remember to say please and thank you at the appropriate times.

Children have access to a wide range of resources displayed to encourage them to select for themselves. Resources cater for the age and ability of the children currently attending. This supports children's independence as they make decisions about their own play and learning. However, the childminder is not confident in using resources to support and promote children's learning. This does not help children acquire the skills and attitudes

they will need for the next stage in their learning and development.

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

The childminder has limited understanding of some aspects of the requirements of the Statutory Framework for the Early Years Foundation Stage. The lack of observations, assessments and evaluations of children's progress results in children not having suitable interesting and challenging activities planned for them to enhance their learning. In addition, there is no monitoring of their progress and therefore it is not possible to assess children's development.

The childminder gives good regard overall to the welfare requirements. She has a clear understanding of how to keep children safe. She has ensured her home is safe with the use of stair gates and risk assesses any outings she may take with the children, for example. She has undertaken training and is aware of the importance of safeguarding children. She is aware of the procedures to follow if she had a concern about a child and is aware of the indicators that would cause concern. She is aware of the requirement to notify Ofsted about any other adults living or working on the premises and to ensure their suitability. The childminder has a valid first aid certificate so is able to deal appropriately with any accidents to support children's well-being.

The childminder has undertaken some self-evaluation however; it has not helped her to identify her strengths and key weaknesses in practice which would enable her to drive improvement. The childminder has undertaken courses training to improve her knowledge and skills. However, she has failed to put this knowledge into practice in order to improve the educational programmes. The childminder has not met the recommendations of the last inspection. This demonstrates the childminder has a poor capacity to improve without outside assistance.

Although the childminder talks to parents each day about the experiences their children have and completes daily diaries with an overview of their child's day, she does not provide accurate information about their child's progress. In addition, parents are not made aware of the learning and development requirements or the safeguarding and welfare requirements that underpin the childminder's practice.

### **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

<b>Unique reference number</b>	EY290078
<b>Local authority</b>	Southampton
<b>Inspection number</b>	955716
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/01/2009
<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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