

<b>Inspection date</b>	20/02/2014
Previous inspection date	19/05/2010

<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 requires improvement**

- The childminder works well with parents and there is a good two way flow of information.
- Children feel valued in the setting and their independence skills are promoted.
- The childminder values opportunities for training in order to increase her skills and professional practice.

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

- The childminder does not have all of the required documentation readily accessible for inspection.
- The childminder does not have sufficient knowledge of equality and diversity in order to fully promote this in the setting.
- There are few opportunities for all areas of learning to be covered in the outdoor area.

## 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 spoke to the childminder.
- The inspector observed the childminder interacting with the children.
- The inspector examined documentation.
- The inspector saw electronic records held about the children.

## Inspector

Clare Leake

## Full report

### Information about the setting

The childminder registered in 2009. She lives with her husband and two school-aged children. They live in a mid-terrace house situated in a residential area of Southsea, a suburb of Portsmouth. Due to the internal design, the property is not fully accessible to meet the needs of children with restricted mobility. There is a fully secure paved garden area for outdoor play. The property is within close proximity to schools, shops and parks. Currently, the childminder has ten children on roll, five of whom are within the early years age range. The childminder also cares for children in the later years age range. Care is also able to be provided for children aged over five years. This provision is registered by Ofsted on the voluntary and compulsory parts of the Childcare Register. The childminder's operational hours are Monday to Friday from 8am to 6pm all year round. The childminder is prepared to negotiate if parents require their children to attend outside these hours.

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

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

- ensure documentation is easily accessible for inspection
- update knowledge and understanding of equality and diversity in order to promote this in the setting.

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

- provide opportunities outdoors so that all the areas of learning are supported.

## Inspection judgements

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

Children enjoy coming to the setting and happily engage in the activities on offer. The resources are stored at child height so they can make choices for themselves. The childminder links with parents to gain information about their child's abilities so she can support children from the start. She completes observations of the children at regular intervals so their progress is recorded effectively. These observations then form the basis for the planned activities so that she can meet children's individual needs. This results in children making steady progress in relation to their starting points. The childminder completes a progress check at age two years so parents know the progress their children have made early on. A termly report for all children also supports the two-way flow of information from childminder to parent. This means that the childminder works in

partnership with the parents successfully.

Children are encouraged to develop their independence for the future to become independent learners. They self select their snack time fruit and attempt to put their own wellington boots on before they go to the outdoor environment. The children enjoy digging and exploring the compost with small spades and plant pots but the limited garden area does not provide enough opportunity for children to access all areas of learning. Children have regular access to books and enjoy sitting with the child minder and listening to them. The enjoyment of books means that they begin to understand that print conveys meaning. However, there is not a wide variety of different books so children do not get to experience different topics or experiences.

The childminder uses everyday opportunities to support children's learning. For example, she counts and discusses the colours of scarves with the children whilst they are playing with them and throwing and catching them. This allows the children to begin to develop their mathematical skills and language. Children are supported as they transfer to the next stage of their learning, such as to school or nursery. The childminder liaises with other providers, for example and shares information in order to show consistency of care. She also works in partnership with other agencies such as speech and language specialists to support children's outcomes.

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

The childminder has a trusting relationship with children and their parents. She works in partnership with parents and this means that the children in her care are secure and their emotional well being given good support. The regular two-way flow of information means that parents can be involved in their child's learning at home to support the work of the childminder. The computer program that is used to monitor the children's development can be accessed by both childminder and parent. This means that parents can be kept up to date with their child's progress and development.

The childminder manages children's behaviour effectively. For example, when a child wants a toy another has, the childminder gets down to the child's level and explains how they need to share. She offers alternative resources that engage the children and this helps them to compromise. This means that the children are learning how to behave co-operatively and take responsibility for their own behaviour and safety.

The childminder has many good quality toys to promote children's independent learning and they are all stored in low level storage units. There are not, however, many opportunities for children to access toys or resources which promote images of varied ethnicities or religions. This means that children are not always experiencing a true reflection of the world in which we live.

Children are encouraged to develop healthy lifestyles by visiting the farm and places of interest, such as an aquarium. The childminder believes in allowing the children access to the outdoor area each day and they get exercise by running and playing games, helping

them to keep fit. Children's health is promoted well. The childminder asks the children to wash their hands after coming in from the garden and before they eat their snack in order to teach them about good health. The childminder gains information from parents about any food allergies so that all children's individual dietary and medical needs are followed. She maintains clear records, signed by parents, to support children's medical needs.

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

The childminder has an adequate knowledge and understanding of the welfare and learning and development requirements of the Early Years Foundation Stage. She is aware of her responsibilities and plans interesting activities to help the children's learning and development. The childminder has an understanding of how to keep children safe. She has an adequate knowledge of procedures to follow if she had a safeguarding concern and has received current training. Visitors to the setting are asked to sign in the visitor's book and there is a fully equipped first aid kit. Any accidents that happen in the setting are reported to parents and then they sign to acknowledge their understanding. However, during this inspection, the childminder was not able to produce all required documentation. This is a breach of requirement and compromises children's wellbeing and safety.

The childminder works in partnership with external agencies, as well as other settings, in order to provide the best support for children in her care, such as speech and language specialists. This means that she provides continuity of care for the children and their learning and development. Children enjoy a varied programme of activities to help them progress towards the early learning goals. The childminder has robust policies in place that she shares with the parents upon enrolment. She readily shares with the parent's information about how to raise concerns, including details of how to contact the regulator should they have any concerns. This clear procedure helps to promote a transparent and trusting setting for parents and children.

The childminder gives good regard to evaluating and making improvements to her practice. She has a high regard for attending training to increase her knowledge and professional practice. For example, the childminder has attended recent training courses such as 'Baby Brain', updates to the Early Years Foundation Stage, Healthy Early Years and Language Development. She is currently completing her level 3 in childcare and plans to update her safeguarding knowledge to further improve practice.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY398512
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	816117
<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>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/05/2010
<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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