

Inspection date	02/04/2014
Previous inspection date	16/02/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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 have close relationships with the childminder who is aware of their needs.
- The childminder has a good awareness of how to promote children's learning through their play and uses this to help them make sound progress.
- Children's interests are included in the planning of activities. This helps to ensure that children are motivated and enthusiastic learners.

It is not yet good because

- The childminder does not include contributions from the parents or children when evaluating the effectiveness of her provision. This means she does not fully promote continuous improvement to benefit the children.
- The childminder does not fully promote children's understanding of good hygiene.
- The childminder does not fully evaluate her observations and assessments of some children.

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 interaction between the children and childminder.
- The inspector sampled the paperwork kept on children including their learning journeys.
- The inspector looked at records for example the register linked to children being cared for.
- The inspector had discussions and sampled some policies and procedures including those linked to safeguarding.

Inspector

Amanda Shedden

Full report

Information about the setting

The childminder registered in 1991. She lives in a semi-detached house situated in a residential area of Nettlestone, on the Isle of Wight. All areas of the property are suitable for childminding and there is a fully enclosed rear garden for outside play. The childminder has dogs. A primary school and pre-school is within walking distance of the premises, and local shops, beaches and parks are nearby. Currently the childminder has 28 children on roll. Of these, five children are in the early years age group and all attend on a part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She operates Monday to Friday from 7.30am to 7.30pm all year round. She holds an early years qualification at level 4.

What the setting needs to do to improve further

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

- improve the partnership with parents by seeking their views, along with those of the children, to help evaluate and improve the quality of provision and fully promote the care and learning needs of the children.

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

- improve children's understanding of healthy practices and hand hygiene
- develop further the systems for evaluating observations and assessments for all early years children in order to plan the next steps in their developmental progress.

Inspection judgements

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

The childminder has a good understanding of the learning requirements. She observes evaluates and assesses some of the children's progress. This enables her to clearly identify the child's next stage in learning. However, she does not fully evaluate her observations and assessments for some children who also attend other early years settings. This means she does not consistently identify the next steps needed in learning while they are in her care. However, she liaises with staff at the other settings which helps to promote continuity in children's learning overall.

The childminder helps children to develop their communication skills well because she

interacts purposefully with them. This effectively promotes their understanding and speaking skills. For example, she models language and introduces new words to build on their vocabulary as she plays with them. They play fun games together which teaches and consolidates children's understanding of shape, pattern and size. The childminder introduces early counting opportunities through incidental activities which link to the children's interests, for example, counting the animals in the basket.

Children select stories and enjoy sitting on the childminder's lap as she reads to them. The childminder asks worthwhile questions, linked to the stories, which help to engage the children and encourage their thinking and language skills. She spontaneously uses the stories to encourage children to make links from what they have heard and seen to other activities. For example, this is evident as they paint skeletons and the childminder reinforces children's understanding of the names of different bones in the body. Children enthusiastically collect the paints from the easel carrying them carefully to the table to begin painting. They concentrate and persevere making their marks on the black paper. These activities help children acquire the skills and attitudes to be ready for their next stage in learning.

The childminder has worked with other early years providers to contribute to the progress check for two-year-old children. This sharing of information results in both providers supporting the children's ongoing development.

Relationships with parents are beneficial. Good quality information is discussed about each child as they start so that the childminder is fully aware of and can respond effectively to their individual learning and care needs. There is good information recorded in children's daily diaries and daily discussions take place. These are effective in ensuring that parents are fully aware of their child's experiences and their next stage in learning

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

Children feel comfortable and have made secure attachments to the childminder. The childminder has a policy to promote equal opportunities. She understands the children which enables her to respond immediately to their individual needs. She responds to their simple words and gestures by positively interacting with them, responding to them and often repeating what they are saying. The childminder has discussions with parents and settling in periods take place before children start to ensure that the transition to her goes smoothly. This helps them to know each other well and feel secure. It also promotes the children's sense of security and well-being. However, the childminder does not seek parents' views to help her evaluate the quality of care provided for their children. This means that she does not fully evaluate her care practices to improve outcomes for the children.

Children feel safe with the childminder; young children often go and stand close to her when there are strangers in the home where they are reassured through words or cuddles. Older children learn about keeping safe through discussions and practice. For example, they know not to walk behind the horses when in the field and have boundaries

when playing in the park. Children have talked about, and written, the house rules which reflect how they would like to be treated. This promotes children's understanding of how to cooperate and feel safe in the childminder's home.

Children develop a healthy lifestyle through daily physical exercise and the promotion of healthy eating by the childminder. Nutritious snacks and evening meals are on offer and the childminder pays good attention to helping children to eat plenty of fruit and vegetables. In addition, she keeps to children's home care routines. For example, at naptime young children swiftly go down to sleep in their cot, which facilitates good growth and development. However the practice of all the children sharing one towel does not promote the children's understanding of good hygiene practices or how to minimise cross infection.

Children have access to a wide range of good quality resources that are displayed for even the youngest of children to be independent in their choices. The resources indoors and in the garden offer the children a positive learning environment. Their art work and photographs of the children are displayed giving children a sense of belonging and well-being.

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

Children are offered a broad range of activities which the childminder plans to support children's learning. The childminder's understanding of how to promote all areas of learning and the children's individual learning needs results in children becoming engaged and learning through their play. She does not fully evaluate observations made on some children. This means that although she works in partnership with other settings that these children attend, she does not fully promote their next steps in learning. Overall, she undertakes accurate observations on most of the children and tracks their progress, this results in her successful planning for those children enabling them to make good progress in their all-round development.

The childminder has an accurate understanding of the requirements of the Early Years Foundation Stage and the required records such as records of attendance, accidents and medication. She ensures that she adheres to the ratios at all times and that the early years children are supervised and well cared for even when caring for older children.

The childminder has undertaken training and understands how to safeguard children. For example, if she has any concerns about a child she knows to follow her policy and procedures to ensure their ongoing safety. Her risk assessments for the home and when visiting local amenities support her commitment to ensuring that children are safe while in her care.

The childminder evaluates some aspects of her practice. For example, she researches different subjects to keep up-to-date with changes in childcare practices. She has made some changes in the home for example changing the displays of the resources to make it

easier for young children to access them. However, she has not asked the parents or children for their views. This results in her being unaware of how to make progress in her practice in order to effectively improve the care and learning outcomes for children overall.

The childminder's relationships with other early years providers and parents are worthwhile and contribute to the positive aspects of children learning and welfare. Regular discussions take place so that everyone involved with the children are aware of their next steps in learning. The childminder keeps parents informed about their children's progress which enables them to continue the learning at home.

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	149768
Local authority	Isle of Wight
Inspection number	966358
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	16/02/2011
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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