

## Inspection date

Previous inspection date

30/04/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- The childminder has a good understanding of children's individual needs and supports their emotional well-being successfully. As a result, children are happy and settled.
- Children make good progress in communication and language. The childminder's positive interaction and modelling of new words successfully builds on their vocabulary.
- The childminder makes good use of her garden and the local environment to provide children with a wider range of play and learning experiences.
- Strong partnerships with parents mean that children receive the support they need to thrive.

### It is not yet outstanding because

- Children who are learning to speak English as an additional language do not have many opportunities to hear or use their home language in the setting.
- The childminder misses some opportunities to introduce simple mathematics in everyday routines and activities, to enhance children's number skills.

## 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 the interaction between the childminder and the children during play.
- The inspector looked at documents relating to the Early Years Foundation Stage, including children's assessments.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at the childminder's self-evaluation systems and comments from parents.

## Inspector

Dinah Round

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and their two school-aged children in the Woolston area of Southampton, in Hampshire. The home is within walking distance of local schools and shops. Childminding is carried out on the ground floor of the property only, with toilet facilities and sleep provision easily accessible. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register. She currently has three children on roll and all are in the early years age group. The family has one dog, a tortoise, a bearded dragon and a chameleon.

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

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

- provide more opportunities for children who learn English as an additional language to hear and use their home language
- incorporate greater use of counting and number during play activities and everyday routines.

### Inspection judgements

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

Children are happy, settled and confident to explore their surroundings and make choices about their play activities. The childminder obtains information from parents about each child's individual routines, likes and dislikes when the children first start. She uses the information alongside her baseline assessment to plan for children's individual learning. This enables her to gear activities to the children's abilities and stages of development. Children enjoy a wide range of interesting and fun play experiences that promotes their active learning. The childminder gets actively involved in children's play, effectively supporting their communication skills. She interacts positively and talks with the children to model language and introduce new words. For example, as children make a picnic with play food and tell the childminder they have an apple, she adds words, for example by saying 'Yes, you have a red apple'. This helps to build on the children's vocabulary. Babies happily vocalise and babble during their play and the childminder repeats their sounds to help develop their early language skills. Children who learn English as an additional language see their home language written around the home; however, the childminder does not always use strategies that actively encourage children to communicate using their home language.

The childminder is clear of her responsibilities to meet the learning and development requirements. She uses ongoing observations and assessments to help her monitor children's progress and identify any gaps in their learning. This information is collated in the children's individual learning journals, which are shared with parents. Informal discussions, alongside daily diaries, mean there is an effective two-way exchange of information between parents and the childminder. Parents are encouraged to comment on children's routines, interests and the activities the children have been involved in at home. The childminder uses this information to tailor future activities to support children's ongoing development. As a result, they are making good progress in their learning, in relation to the starting points.

Children are learning good skills for the future. They develop increasing independence as the childminder teaches them to wash their hands at the sink and put on their shoes to go outside. She offers sensitive support but is skilful not to take over, so that children learn to do things for themselves. This helps to boost children's confidence as they manage to put their shoes on. Children enjoy being outside and show good control as they use the tools to dig in the soil and transfer soil to the sieve and containers. The childminder talks about the 'bigger' and 'smaller' spades, introducing children to the concept of shape and size. She encourages children to move the toy diggers in the soil and see what tracks they make. Children have fun finding different vehicles in the car box and the childminder extends their play to encourage them to find similar cars, such as another bus and fire engine. This introduces children to simple matching and sorting activities. However, the childminder misses some opportunities to introduce counting and number with the children, such as counting how many red cars they have found.

Children are learning how things work as they learn to operate programmable toys. The childminder teaches children how to press the button on the toy aeroplane to make the blades go round, and they copy and repeat the action in their play. Children use their senses to explore various objects in the sensory box. Babies feel the textures of the different items and hear sounds created as they knock the shells and wood together. When the childminder says 'bang, bang, bang' the babies play and explore as they repeat their actions, fascinated to discover new things.

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

Children are happy and settled due to the childminder's calm and caring approach. The childminder follows children's individual routines throughout the day, which means that they are content. She provides cuddles and reassurance, recognising when younger children are ready for their morning sleep, and gives them their special comforter so they settle well. This supports the children's physical health and makes them feel emotionally secure. Children have trusting relationships with the childminder, who manages her time well to ensure that each child receives individual attention. She supervises children well and makes effective use of distraction with toys to keep them occupied and engaged. Children receive clear guidance from the childminder, so they understand about what is acceptable behaviour. For example, she explains that they need to go up the steps on the slide outside and down the slide, so they do not fall. Children understand and change their

route to use the steps. The childminder asks children to get out of the sit-and-ride car so she can move it off the small decking area. When children are reluctant to step out of the car, the childminder gets down to their level and calmly explains that it is safer for them to ride their car on the grassed areas. The children listen and cooperate well.

The childminder continually checks her home to help identify and minimise risks to children. For example, as younger children become mobile, she secures the drawers in the furniture with additional locks so they do not move as children use them to pull themselves up. This enables children to move around freely and safely in their play. The childminder makes sure young children are strapped into the highchair at meal times, so they are kept safe as they sit with the other children. The childminder follows effective procedures to help keep children safe on outings, such as using baby carriers and reins for younger children. She plans any trips thoroughly, to make sure that the areas are safe and suitable for the age of the children. The childminder checks on websites of any new venues to help her identify any issues and the availability of toilets facilities. Her well-organised approach to taking children on outings means she can make sure that their needs are supported.

Children's good health is promoted well. The childminder teaches children the importance of good hand washing routines, so they learn to wash their hands after playing outside and before eating. Children make choices about their food and the childminder encourages them to get involved in preparing their lunch, for example by spreading butter on their crackers. She obtains information about children's dietary needs and any food allergies, to enable her to follow these and help children to remain healthy. Children benefit from daily opportunities to be outdoors in the garden and through going on frequent outings to local parks. This adds to their enjoyment and means they get plenty of fresh air and exercise. Children go on visits to local farms where they learn about animals; for example they see staff milking cows and learn how chickens hatch from eggs. This teaches them about nature and helps to widen their learning experiences.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She is well organised, and uses policies and procedures to help her support children's health and well-being effectively. Records and documentation are well maintained and stored confidentially. The childminder provides children with a safe and secure environment. She has a detailed safeguarding policy and is clear of her responsibility to keep children safe. The childminder's secure knowledge of child protection issues means that she has a good understanding of the procedures to follow if she has a concern about children in her care.

The childminder has only recently started childminding and has a positive attitude to the ongoing development of her provision. She uses various systems of self-evaluation to review her practice, including recently using the Family Child Care Environment Rating Scale to identify areas where she can make improvements. This has helped her to focus

on aspects to develop further, such as increasing her resources that give children positive images of other cultures and countries. The childminder uses her assessment systems effectively to help her monitor children's progress including the completion of the progress check for two-year-old children. This enables her to successfully monitor and plan for children's progress. Questionnaires are sent out to gain feedback from parents about her provision and ways she can make improvements. The childminder links with her local authority Childcare Development Officer, as well as other childminders, for advice and support to help her continue to develop her childminding provision. For example, she is currently trying a new system of recording children's development, to see if it is more effective in helping her to monitor their progress.

The childminder develops positive relationships with parents. The informal discussions and use of daily diaries ensure that parents are kept informed about their child's day, including details of sleep time, nappy changes and food eaten. This regular exchange of information helps to provide continuity for children's care and well-being. Parents comment positively that it is nice to see what their child does throughout the day. Parents receive detailed information about the childminder's service through receiving copies of policies and procedures, as well as through the completion of contracts. This means that parents are clear about the childminder's business arrangements, roles and responsibilities.

### **The Childcare Register**

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

## 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>	EY468086
<b>Local authority</b>	Southampton
<b>Inspection number</b>	939672
<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>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

