

Inspection date	24/03/2014
Previous inspection date	23/11/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		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 has an enthusiastic approach to childminding and provides a warm, welcoming environment for children to play and learn in.
- Children are happy and enjoy their time with the childminder.
- Children are able to choose resources and activities freely from a wide and varied selection both inside and in the garden.

It is not yet good because

- The childminder does not obtain prior written parental permission to administer particular medication which is a breach of requirement, but has a low impact on children's welfare.
- The childminder records details of children's progress but does not always clearly record children's next steps so that key information is used more effectively.
- The childminder has not fully considered how she can secure effective partnerships with reception school teachers so that there is a shared approach to the child's welfare and learning.

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 outdoors.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
The inspector viewed and discussed with the childminder regulatory documentation
- regarding children's details, and a sample of policies, risk assessments and safety procedures.
- The inspector checked evidence of qualifications and suitability of the childminder and household members aged over 16-years-old.

Inspector

Hazel Farrant

Full report

Information about the setting

The childminder registered in 2004 and lives with her husband, one adult child and one school age child in a residential area of Liphook in Hampshire. The property has toilet facilities on the ground floor. The ground floor is used predominantly for childminding with a bedroom on the first floor allocated for sleeping. There is a fully enclosed garden for outside play. The childminder holds a National Vocational Qualification (NVQ) at level 3 in children's care, learning and development. She attends groups with children on a regular basis. The family has three cats and fish in a tank. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is also registered for overnight care. There are currently 13 children on roll. Of these, three are in the early years age range.

What the setting needs to do to improve further

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

- gain prior written parental permission to administer a particular individually named medication.

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

- develop systems further to clearly record children's next steps in their learning and development so that they can be more easily shared and prioritised
- strengthen continuity in children's care and learning by sharing learning priorities with all other early years provision that the children also attend

Inspection judgements

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

The childminder has an enthusiastic approach to childminding and provides a warm, welcoming environment for children to play and learn in. She has a good understanding of the learning and development requirements as set out in the Statutory Framework for the Early Years Foundation Stage and as a result, children are making good progress. The childminder makes frequent observations of children at play and uses this to assess their development levels. She is fully aware of the need to complete a progress check for two-year-old children and successfully shares these records with parents so they are involved in their children's learning. The childminder keeps a record of children's learning and these

learning journeys provide a useful record of their time with the childminder. Next steps in children's learning are relevant and she ensures that adult-led activities are planned around children's current needs. The childminder shares details of children's next steps verbally with parents but she has not developed her record-keeping systems to include this information fully in the child's learning journey. Therefore, learning priorities may not be shared and prioritised effectively with all persons involved in the child's care and learning. The childminder has a good understanding of how children learn through meaningful play. As a result, children display the characteristics of effective learning by directing their own play through keen investigation and exploration, ensuring they progress well towards the early learning goals.

The childminder promotes children's language and communication skills well. She speaks to the children and asks a good range of questions to encourage conversation and challenge children's thinking. The childminder gives children time to process questions before answering to enable them to think. Children particularly like playing the 'shopping game' where they have to place items of shopping in their own trolley. The childminder is skilled in building children's conversation as they play the game together. For example, they talk about toothpaste as they turn the playing card over. A worthwhile conversation takes place as children talk about how and why they must brush their teeth. This helps children extend their vocabulary through links to familiar and personal events by giving them interesting reasons to communicate. It helps them to learn about their personal care too. The children develop a love of reading as they listen to the childminder read stories in an animated manner. Children develop their fine muscle skills as they manoeuvre small figures into the toy cars. They learn about the world they live in as they take part in festivals from around the world.

When caring for young children the childminder uses a daily diary to record how each child has been during the day. The childminder talks to parents on a daily basis to keep them informed about their children's day and their developmental progress. They can view their child's learning journey at any time. Parents are encouraged to continue their child's learning at home through suggested activities which the childminder sends home with the child. The childminder does not currently have any need to work with other professionals to meet any specific needs of the children. However, she has experience of working with children with special educational needs and/or disabilities and the knowledge to engage any support required to ensure children are ready to progress to school or nursery.

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

The childminder is skilled and sensitive and supports children to form secure, emotional attachments, which provides a firm base to promote their personal, social and emotional development. Children settle well because she finds out about their likes and dislikes and individual care routines from parents. The children respond to the positive interaction from the childminder as she praises their achievements, fostering their self-esteem. The childminder implements her behaviour policy well and is caring and supportive of all children. For example, children know the rules of the house and behave well. Children are happy and enjoy their time with the childminder. This is because the childminder is

consistent in her approach to behaviour management and children warm to her caring nature.

Children are developing appropriate skills of independence. They are supported to manage their own care needs, such as putting on and taking off coats and shoes and independently using the bathroom in readiness for school. Children are able to choose resources and activities freely from a wide and varied selection both inside and in the garden. The range of toys positively promotes children's development in all areas of learning. Children are confident to seek out the reassurance and comfort of the childminder if they are upset. Their behaviour demonstrates that they feel safe and secure with the childminder. For example, they interact with unfamiliar persons, knowing that there is a trusted adult close by.

The childminder promotes children's awareness of good hygiene routines through role modelling of good practice. Children begin to learn about the importance of a healthy lifestyle because the childminder provides healthy, nutritious snacks and meals and actively encourages children to try new foods and textures. Children learn how to keep themselves safe because the childminder teaches them the road safety rules when they are out walking. For example learning how to 'stop, look and listen' when they are waiting to cross the road. Young children demonstrate their understanding of safety as they use a child safe knife to help to cut up pieces of fruit at snack time.

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

The childminder has a clear understanding of her responsibilities in regard to the learning and development requirements as set out in the Statutory Framework for the Early Years Foundation Stage. However, her understanding is less secure in regard to some of the safeguarding and welfare requirements. She demonstrates a sound understanding of the signs and symptoms that would cause her child protection concerns and knows who to refer them to in order to safeguard children. The childminder has attended recent safeguarding training to support her in her care of the children.

The inspection took place to check that the childminder continues to meet the requirements of the Early Years Register and Childcare Register. In October last year Ofsted received information about a significant event that the childminder did not report to them. An inspector carried out a visit and as a result the childminder was issued the childminder with a warning letter because she had failed to notify Ofsted of significant events that are likely to have an impact on minded children which is a statutory requirement. In addition the inspector found that the childminder's safeguarding policy did not meet the requirements of the Local Safeguarding Children Board and issued a notice to improve in relation to this. This inspection has found that the childminder is now aware of changes of circumstances which she must notify Ofsted about. The childminder now has, and implements, a suitable safeguarding policy. This includes reference to the use of mobile phones and cameras in the setting. However, the childminder has failed to ensure that she obtains prior written parental consent for particular medications that she has

administered to children. As a result, the childminder is not meeting all of the safeguarding and welfare requirements as set out in the Statutory Framework for the Early Years Foundation Stage, with regard to medicine. There is no significant impact on children because the childminder works well with parents and cares for children in line with their wishes. The childminder realises this is an oversight and has a very positive attitude about making sure that this is addressed immediately. Risk assessments and daily safety checks are thorough for all areas used by children and the childminder supervises children at all times so they keep safe.

The childminder uses her observation and assessment systems to make sure that children are making good progress in all areas of learning. She has made improvements to her observation systems since her last inspection. For example, she now fully considers children's starting points to make certain she provides sufficient challenge and stimulation to effectively promote their development. The childminder tracks children's progress appropriately so that she is able to quickly identify any gaps in learning. She applies her knowledge about early years appropriately and knows, for example, that young children learn best through play. The childminder has an appropriate view of her setting and has action plans in place to improve the service she offers to improve outcomes for children. She seeks the children's views regarding them sharing their ideas of new resources or activities they would like to take part in. Sound partnerships with parents are evident. For example, the childminder speaks to them every day about the type of activities their child has enjoyed. The childminder has formed secure partnerships with parents and the local pre-school where children also attend. However, partnerships with reception class school teachers are less secure in promoting continuity of care and learning for each child.

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	EY281466
Local authority	Hampshire
Inspection number	957252
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	23/11/2009
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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