

Inspection date	30/04/2014
Previous inspection date	23/11/2011

The quality and standards of the early years provision	This inspection:	2
	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		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 uses her very secure knowledge and understanding of child development to fully support and extend children's learning and development.
- Children are provided with a good range of activities related to their individual interests and have access to a wealth of indoor and outdoor resources that motivate and excite them during their play.
- Children become confident communicators because the childminder introduces lots of new words that build their vocabulary and provides lots of the opportunities for them to express their ideas.
- The childminder works closely with parents to involve them in children's learning and help them reach expected levels of development.

It is not yet outstanding because

- The inspection was brought forward after notification from the childminder that a child went missing for a short time during an outing to an enclosed public playground area.
- The childminder has not considered increasing resources to further promote children's knowledge of the sounds of letters to support them in writing their name.

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 indoor and outdoor activities in the childminder's home.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records and discussed self-evaluation.
- The inspector took account of parents' comments within documentation.

Inspector

Catherine Greenwood

Full report

Information about the setting

The childminder registered in 2011. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband, their adult child and her partner and child in Bitterne, Southampton. Childminding takes place on the ground floor where toilet facilities are available. There is also a bedroom upstairs used for overnight care. Access to the premises is via two steps. There is an enclosed garden for outdoor play. The family has three pet dogs and a bird. The childminder is registered to work with two other childminders. There are currently six children on roll, five children are in the early years age group. The childminder is in receipt of funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- increase resources to further promote children's knowledge of the sounds of letters to support them in writing their name.

Inspection judgements

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

The childminder has a very secure knowledge and understanding of child development, and makes good use of her observations and guidance, to support and extend children's learning. Consequently, children develop the skills they need for their future, including starting school. The childminder embraces children's on-going achievements and interests. She provides related resources that successfully motivate them in their play and inspire them to explore. For example, when children show interest in playing with plastic creatures in a container of water the childminder joins in their play and asks questions that extend children's ability to count and sort. She successfully captures children's involvement by linking activities to planned experiences. For example, because of a visit to a farm where they fed baby lambs and sat on tractors, they made rabbits using socks and rice. Children have very good opportunities to learn about the features of living things. They collect snails in the childminders garden, look at them using a magnifying glass and talk with the childminder and other children about the creatures features. The childminder extends this area of children's learning by providing binoculars, tweezers and dishes for them to search for other mini-beasts in her garden. She takes reference books outside, encourages children to match what they find to pictures in the books and talks with them about mini-beasts habitats. The childminder provides numerous resources and opportunities for children to express their ideas and use their imagination. They sing, play in an outdoor 'mud kitchen', make collages, paint, dress up, and use sticks they collect to

make designs. The childminder joins in children's play and respects their efforts and ideas, which means they feel safe to try new experiences. Children are very proud of their creations. They are keen to show and talk about pictures they make of nests, eggs and birds, as a result of finding a real nest in the garden. Children show very good balance and co-ordination as they independently climb up steps and go down a slide on a large raised wooden playhouse in the childminders garden. They show great confidence and energy as they join other children on a double swing and use their arms and legs to keep it going. The childminder promotes children's understanding of the sounds of letters by playing games, using books and providing mark making activities. However, she has not considered extending the resources to further promote this area of children's learning.

Children's individual needs are well met. The childminder can clearly identify the good progress that children make, including their next steps for learning. She shares developmental summaries with parents and provides activities for children to take home, to involve parents in children's learning. For example, sunflower seeds which they plant in pots and take home with written instructions about looking after the plants. She successfully extends children's vocabulary by asking questions that help them to consider different approaches during their play. She introduces new words, such as 'braying', as she explains what the word means, during games where they listen to the sounds of animals. The childminder gives children time to talk and think she values and responds to what they say in a very positive way.

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

The childminder has a caring and patient approach and spends lots of time settling children in with parents when they first start at the provision. Consequently, they are happy to be in the childminders care. They move smoothly between the childminders home and other early years provision because the childminder successfully meets their emotional needs. Children form close relationships with the childminder and other children. The childminder gives children her full attention to help them achieve their aims and encourages them to try things for themselves. Children are usually well behaved and cooperative. They learn to take turns, for example, as they make plastic frogs and hop across the floor as part of a group game. The childminder promotes children's good health well. She provides children with healthy homemade meals and snacks and lots of opportunities to be active. Children help prepare vegetables for mealtimes, make their own sandwiches and help themselves to drinks of water from a low level container. Their independence is promoted at mealtimes as they help to lay and clear away the table.

Children are provided with a warm, welcoming environment and a wealth of indoor and outdoor play equipment that promotes their enthusiasm for learning. They play with water and sand and use different age appropriate climbing resources that provide them with good challenge. There is a spacious covered outdoor play area that is well resourced and allows children to take learning outdoors all year round. Children learn about their own safety in the childminders home. For example, as she gets down to their level and asks them questions that encourage them to remember not to run in front of the swings. As a result, of a child recently going missing for a short time, the childminder took immediate

action to talk to children about their own safety on outings. She now reminds children that they must stay together and within her sight and to ask her if they want to use different equipment.

The childminder fully values diversity and promotes children's awareness of their own and other's culture and language. She provides resources that reflect positive images of difference and talks about cultural celebrations. Children make dragons, eat traditional food, and sing happy new year in Chinese to celebrate Chinese New Year. They make clay pots with small candles for Diwali, learn about new life, plant flowers, look at different sized eggs and learn about the meaning of Easter.

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

This inspection took place following a notification from the childminder which raised concerns about the childminder's safeguarding procedures in particular for risk assessments and outings. This was as a result, of a child going missing for a short time whilst part of a group outing to a park. The childminder took appropriate action at the time of the incident, including calling the police and asking her co-childminders to help her look for the child. Since the incident happened, the childminder has taken appropriate action to ensure children are always kept safe and secure. She now constantly re-appraises environments and activities and makes necessary adjustments to maintain children's safety at all times. During outings where places become crowded, she makes sure that both she and her co-childminders are observant of all children's whereabouts. She also ensures that all children now wear high visibility vests so they can easily be seen on outings. The childminder makes sure that children's parents and carer's inform her of any changes in children's usual behaviour so she can adapt her approach to keep children safe. The childminder has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board. She fully understands her responsibility to protect children's welfare. The childminder regularly talks to children about how they can keep themselves safe by not talking to unknown adults and older children without her agreement. The childminder works well with her two co-childminders and ensures they all follow the same safeguarding and supervision procedures to maintain ratios and keep children safe.

Since the last inspection, the childminder has attended several training courses and used knowledge she has gained to improve the quality of the provision. For example, as a result of attending forest school training, she has made numerous changes to the outdoor play space. Training on 'purposeful movement' has inspired her to create indoor music and movement activities, where children use ribbons on sticks to express themselves whilst listening and dancing to classical music. The childminder has also attended sign language training that has enhanced her ability to help children with minimal language to communicate. The childminder is in the process of completing a healthy eating award and currently provides support to newly registered childminders. The childminder fully understands and meets the requirements of the Early Years Foundation Stage. Consequently, she has a good overview of the curriculum, which she uses to provide a

range of activities that promote children's learning towards the early learning goals. The childminder monitors the activities she provides to ensure they are sufficiently challenging and uses documents to identify and record that children are reaching expected levels of development.

Self-evaluation is good. The childminder gives considerable thought to most aspects of the provision. This includes seeking parent's comments about the care of their children, so she can make improvements. She always consults with the children about resources and activities they would like available when the playrooms are set up each week. The childminder and her co-childminders evaluate all aspects of the provision. Since the last inspection, the childminder has created a sensory den, provided a new soft surfaced outdoor climbing area and introduced den building activities in a local country park as well as many other initiatives that have improved the quality of the provision. Future aims are well known. Recommendations and actions made at the last inspection have been met. The childminder has sought written parental permission for all children to receive emergency medical treatment and now uses an overview development document to track children's progress towards the early learning goals.

The childminder establishes effective communication with parents and other early years providers. She shares information about children's progress and any concerns. For example, about children's behaviour and methods she uses which are generally successful in gaining children's co-operation in her provision. Consequently, children's individual needs are well met and they receive continuity in their care and learning.

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

Unique reference number	EY421849
Local authority	Southampton
Inspection number	971678
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	23/11/2011
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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