

Inspection date	27/05/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 developed an extensive range of clear documentation to support her childcare provision and this fully meets all areas of the regulations.
- The childminder has a strong knowledge of child development. She consistently provides opportunities for younger children to make choices and actively learn through their play.
- The childminder has created a very child-centred environment. She effectively plans activities and resources linked with children's interests to ensure their individual progress.
- There are excellent systems for establishing relationships with parents and ample time is devoted to involving parents in children's ongoing learning; this fully promotes partnership with parents.

It is not yet outstanding because

- There are relaxed routines and boundaries at snack time, which do not fully encourage all younger children to learn to sit still and begin to understand about appropriate behaviour.

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 viewed all areas of the home and garden used for children's care.
- The inspector observed activities and spoke with the childminder, parents and children.
- The inspector viewed a range of documentation.

Inspector

Christine Clint

Full report

Information about the setting

The childminder registered in 2013. She lives with her partner and two children. One adult child and one child of school age. The house is in Bitterene in Southampton, Hampshire. Children play and sleep on the ground floor of the home only; there is a ground floor toilet. The garden has separate levels and younger children remain in a secure area, on one level close to the house. The family has a cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for five children on a part-time basis, two children are in the early years age group.

What the setting needs to do to improve further

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

- strengthen the daily routines for snack time to encourage younger children's understanding of boundaries and to gradually develop appropriate behaviour.

Inspection judgements

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

The childminder has a dedicated attitude to increasing her knowledge of younger children's development and she has fully planned and organised her home to meet children's individual needs for learning. She provides continual play opportunities that effectively engage children and encourage their ongoing learning and progress. The childminder closely supervises toddlers and fully encourages them to move independently. They continually see and select play equipment that the childminder has provided based on their individual interests. For example, the childminder has made a post box from cardboard and she talks about writing letters and posting these. She includes this conversation as children reach the keyboard and pretend to type. She recognises that younger children like to post all sorts of items and she fully encourages and develops children's language through constant communication. Children show they understand how to make marks with writing materials and the childminder observes and notes their capabilities and method of holding writing tools. She extends children's interest in fitting puzzle pieces together and she talks about the pictures. Children naturally develop skills of verbal communication by repeating animal sounds and mimicking the sound a motorbike makes. Children respond well, they learn new words through continuous interaction and conversation. The childminder often uses sign language to increase children's understanding. She frequently changes the learning environment to suit the short concentration span of younger children attending. By taking children outside every day the childminder encourages children to extend their physical abilities and increases their understanding of the world around them. Children learn to blow on the windmills in the

garden; they eagerly play with the water and sand. They run with enthusiasm and learn how to kick balls. They chase bubbles and watch the low flying aeroplanes with interest.

The childminder observes children carefully and she perceptively recognises their progress, she uses this information to effectively plan for future learning. She has successfully developed systems to monitor children's individual progress and these clearly show parents how children learn and where the childminder plans their next steps in development. The childminder has an accurate understanding of the learning and development requirements for the Early Years Foundation Stage and she is preparing in advance to complete summary assessments for children. She is already writing regular assessments and she will use this format to complete the required progress check for two-year-old children.

The childminder has fully embedded her relationship with parents through very well-planned settling arrangements and through obtaining detailed information about children from the start. This has enabled the childminder to prepare in advance for children and fully meet their individual needs. The childminder encourages parents to settle children daily; she shares regular verbal communication and completes daily diaries to inform parents. Parents explain that this positively supports their childcare arrangements and promotes their ability to understand, for example if children are tired or excited. The childminder clearly displays information to increase parents' knowledge of the regulations for children's early learning; she also provides regular newsletters. Parents read and sign their children's learning records and they add comments about children's learning at home. This fully enhances their partnership and promotes children's ongoing development. The childminder has good experience in all ages of childcare and she fully understands the need to prepare children for moving on in their learning. She knows that even young children need to increase their capabilities and raise their confidence for future learning. The childminder shows strong beginnings of encouraging children's all-round development.

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

The childminder has built her knowledge of children's individual characteristics and she continuously engages with toddlers at their level. This fully encourages children to form positive attachments and gain a sense of belonging. Children are happy and thoroughly involved in activities. They increase their skills of independence at an appropriate level for their age and stage of development and they clearly thrive on the level of attention the childminder provides. The childminder has organised very effective systems to record children's care and learning needs. She has effectively built her knowledge of their capabilities and she uses this information to prepare activities for learning.

The childminder is a good role model and she clearly explains what will happen next to prepare children for changes throughout the day. She often uses sign language to reinforce toddler's awareness of appropriate behaviour and she teaches them to share and consider each other's feelings. The childminder praises children frequently to develop their understanding of positive behaviour and this increases children's self-esteem and raises

their confidence. The childminder includes many opportunities for exercise during the day to increase children's physical skills and develop their understanding of the benefits of regular exercise and fresh air. For example, they practise the intricate skills of pouring water through funnels and they chase and catch bubbles. Children learn to use tools for digging in the sand and they fill containers. They push shopping trolleys and learn to steer. Children have regular outings in the fresh air and visit places of interest locally. As children grow, the childminder teaches them to learn about managing their own safety. For example, when running or using larger apparatus and she regularly talks about staying safe when crossing roads. This early learning develops children's knowledge and awareness of safety for the future.

The childminder clearly includes opportunities for children to understand the importance of a healthy lifestyle. She follows very hygienic routines of hand washing before snacks and after playing outside. She talks to toddlers as she carries out these regular routines and this promotes their understanding and their level of responsibility. The childminder encourages toddlers to have a picnic snack time on the floor and this includes hygienic routines. However this does not fully promote children's understanding of sitting together or concentrating on eating. Children have healthy food and regular opportunity for drinks to ensure they sustain their energy levels. Children have a stimulating, well-resourced and welcoming environment. The childminder rotates play resources frequently to fully support children's changing interests and promote their all-round development.

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

The childminder has a very positive and welcoming attitude. She constantly engages with children to encourage them to take part in a wide variety of activities. In this way, the childminder demonstrates a very competent awareness of her role in promoting and encouraging children's learning through play. She uses thorough systems to monitor and assess children's progress. She has developed records of her observations to track children's achievements and she links these with areas of learning. This clearly shows how the childminder recognises children's ongoing learning. Consequently, she is able to plan for closing any gaps in children's learning levels.

The childminder has developed an extensive range of clear documentation to support her childcare provision and this fully meets all areas of the requirements for the Early Years Foundation Stage. She has written policies and procedures to ensure parents understand her service and she provides these in a welcome pack in advance of childcare arrangements. This well-organised provision clearly demonstrates the childminder's full understanding of safeguarding children. She has attended training in child protection and has ample experience from working in an educational environment. The childminder has created detailed safeguarding information and she fully recognises her responsibility to refer any concerns. The childminder is also fully aware of her duty to inform Ofsted of any significant events or changes to protect children and maintain her registration.

The childminder has all children's personal details in place and this includes all written

permission from parents. She records accidents clearly and fully understands the procedures for administering medication. The childminder completes a daily attendance register and records all visitors in the home. There are detailed records of risk assessment in place and these clearly show how the childminder assesses any hazards and how she takes action to safeguard children. She uses her knowledge of individual children to successfully prepare and maintain safety on outings. This helps to effectively promote children's welfare.

The childminder has completed a self-evaluation of her provision and she has recorded her strengths and weaknesses to show how she plans improvements. This demonstrates the childminder's clear understanding of developing her own skills; she has a keen interest in attending further training. The childminder is strongly aware of maintaining partnerships with parents and she is aware of developing links with other providers in future to promote children's 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	EY467778
Local authority	Southampton
Inspection number	944316
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	not applicable
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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