

Inspection date

Previous inspection date

03/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- The childminder knows children well and is attentive to their individual needs, as a result, children feel secure and build positive relationships with others.
- Children's individual dietary needs are followed well and the childminder adapts the food she provides to take account of children's individual preferences.
- The childminder has established effective partnerships with parents keeping them regularly informed about their children's care and well-being.

It is not yet good because

- Play activities do not take into account all children's different ages and stages of development. As a result children are not engaged in purposeful play and become disinterested.
- The childminder does not regularly model language and build on children's vocabulary to maximise their communication skills.
- The childminder has not risk assessed the sleeping arrangements to ensure that she has minimised all possible risks to 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 activities and interaction between the childminder and children.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to Early Years Foundation Stage provided by the childminder, including children's learning journals.

Inspector

Dinah Round

Full report

Information about the setting

The childminder registered in 2013. She lives with her partner and two school-aged children on the outskirts of Winchester, in Hampshire. Childminding is mainly carried out in the lounge and conservatory with toilet facilities and sleeping facilities easily accessible. Children will have access to an enclosed rear garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently has five children on roll, of these, four children are early years.

What the setting needs to do to improve further

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

- ensure activities take into account children's individual levels of understanding and their stages of development, so they offer children purposeful play experiences which interest and engage them
- improve the quality of teaching to strengthen children's communication skills
- review risk assessments to ensure that it includes the arrangements for sleeping children.

Inspection judgements

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

Children generally enjoy their time at the setting and are happy and secure. The childminder has a clear understanding of their individual needs through liaising closely with parents. At the beginning of an arrangement the parents complete an 'All about Me' form to provide details of their children's favourite things, any dislikes and the child's individual abilities. The childminder uses this information effectively to provide specific activities that will help children to settle. Children have opportunities to join in a suitable range of play activities and experiences, both indoors and outside. The childminder regularly assesses children to help her monitor their development. However, she does not consistently use the information to tailor learning opportunities to the abilities and needs of younger children. For example, younger children are given the same tools as older children for a drawing activity and they quickly lose interest. As a result, they tend to wander around and are not engaged in purposeful play activities.

Children show developing independence as the childminder encourages them to learn to

do things for themselves. They choose their own food at snack time and the childminder asks children to count out how many pieces of apple they have. Children confidently count they have four pieces as they put the fruit on their plate. This introduces the children to numbers and counting, helping to support their mathematical development. Children enjoy doing a puzzle with their friends. They work together to help each other find the correct shapes to complete the picture. This encourages children to use their problem-solving skills and helps them build relationships. Children show concentration as they build a marble run. The childminder offers sensitive support when she recognises they need a little help to fix the last pieces in place. They watch with fascination as the marbles roll down to the bottom and repeat the action. The childminder talks with children regularly to promote conversation and develop the children's communication skills appropriately. At lunchtime, she asks children about the activities they have enjoyed during the morning to promote discussion. Children have fun as they use the different tools to create bubbles outdoors and then run after them telling others 'I've got one'. However, the childminder misses opportunities to teach children new words and model language during the activities to build on the children's vocabulary effectively. Children have some opportunities to use their senses as they explore a variety of mediums, such as playdough, sand and paint. Their artwork is displayed around the room which helps them feel good about themselves. Children go on regular outings to local parks and soft play centres. This provides them with a wider range of play and learning experiences and allows them to socialise with other children. Overall, children are making satisfactory progress in their learning and development in relation to their starting points.

Parents are suitably informed about their children's care and well-being through ongoing discussion, regular emails and text messages. The childminder shares information with parents about any planned outings and activities so they can make sure that children have appropriate clothing, such as wellington boots. The childminder works together with parents to support children's development, such as researching ideas for games to play with the children to support the children who learn English as an additional language.

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

Children build positive relationship with others and relate well to the childminder and their friends. This helps to make them feel safe and secure. The childminder interacts with the children in a calm and friendly manner making sure that all children receive her individual attention. She knows children well and follows their individual routines, recognising when younger children are getting tired so she settles them down for a sleep. Children behave well. They understand about the needs of others as the childminder talks to them about taking turns, such as sharing the marbles with their friends. The childminder helps children learn the importance to tidy up and put toys away when they have finished playing. This teaches children how to look after the toys and equipment. Children have access to a selection of clean, well-maintained play equipment. Many of the resources are stored in low-level boxes around the play space enabling children to make some independent choices about their play activities.

The childminder completes regular checks of her premises and has appropriate safety

equipment in place to help minimise risks to children. She follows clear procedures when taking children on outings to make sure children are safely strapped in the car. The childminder takes children to play parks that she knows has play equipment suitable for the children's age and ensures she supervises children closely at all times. The childminder gives children clear boundaries. She teaches them the importance of not running when they play inside the house as they could hurt themselves. This helps children to develop a sense of personal safety. The childminder practises her emergency evacuation procedures with the children to help them understand what they need to do in an emergency.

Children have regular use of the childminder's garden providing them with plenty of fresh air and exercise. At times, they are able to move between the indoor and outdoor areas in their play, although the decking area adjacent to the playroom can be slippery in wet weather. The childminder generally follows appropriate routines to help children to understand about keeping healthy, such as washing their hands before lunch. Children enjoy nutritious snacks of fresh fruit and the childminder liaises closely with parents to gain details of any special dietary requirements. The childminder cooks a hot meal at teatime taking into account the children's preferences for food. She incorporates regular baking activities to encourage children to try new tastes. Overall, the childminder supports children's health appropriately.

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

The childminder has a sound understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has implemented policies and procedures to support her childminding provision and most of the procedures work well in practice. The childminder follows parent's wishes when organising the children's sleeping arrangements. However, she does not fully identify all possible risks to children when following their own routines which they use at home. For example, giving children a bottle of milk to go to sleep when they are not in her sight. Although, she checks children regularly, this practice is not ideal. The childminder has completed safeguarding training and is clear of child protection issues. She is aware of the procedures to follow if she has a concern about a child in her care. This contributes towards promoting children's safety and welfare. Documentation is kept secure, with appropriate records in place to support children's health and welfare.

The childminder has only been childminding for a short time and has a positive attitude to the ongoing development of her provision. She has attended training on observation, assessment and planning which has helped her develop systems to monitor children's progress. Although, weaknesses in the organisation of the play and learning activities means that children are not making the best progress. The childminder has yet to implement the progress check for children aged two years as children she cares for are not yet two years old, but through discussion demonstrates she is aware of this requirement. The childminder links with her childcare development worker for advice and support. This has helped her to review her practice and focus on ways she can provide better provision for the children.

The childminder has established effective partnerships with parents and other early years providers. Linking with local pre-school groups that the children attend enables her to share information. This helps her to provide continuity of care for children and to support children as they prepare to move onto school. Parents receive clear information about the childminder's provision, including copies of her policies and procedures. This helps parents understand the childminder's responsibilities. They get regular updates about the childminder's practices and the care she provides.

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	EY469563
Local authority	Hampshire
Inspection number	949709
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
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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