

<b>Inspection date</b>	16/06/2014
Previous inspection date	10/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 successfully increased her knowledge and understanding of the requirements and she has developed strong systems to show how children make progress.
- The childminder provides very close attention and support to meet children's individual needs and this effectively promotes their learning through all daily routines.
- The childminder consistently interacts with children and uses all opportunities to increase children's vocabulary and develop their speech and language skills.
- The childminder positively includes a wide variety of activities to promote children's development across all areas of learning.

#### **It is not yet outstanding because**

- The childminder has not fully developed links with other carers to regularly share information and promote children's next steps in development.

## 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 showed identification documents on arrival.
- The inspector viewed all areas and resources used by children.
- The inspector observed all activities and interaction between the children and the childminder.
- The inspector viewed a range of documentation and gained information through discussion with the childminder.

## Inspector

Christine Clint

## Full report

### Information about the setting

The childminder registered in 1995. She lives with her partner and two children. The family live in a residential area of Southsea in Portsmouth, Hampshire. Children remain on the ground floor of the home. They have a playroom and use the kitchen dining room with adjoining toilet facilities. There is a small enclosed outdoor play area. The family has a cat. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is currently caring for eight children, six of whom are in the early years age range. The childminder attends local toddler groups, and visits parks and outdoor places of interest on a regular basis.

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

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

- develop and strengthen the links with other early years settings that children attend, to share information about children's learning and to promote their next steps in development.

### Inspection judgements

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

The childminder demonstrates a strong understanding of promoting children's learning through play and she focuses on children's individual development very effectively. She provides good opportunities for toddlers to move and explore and she uses the resources well to increase their curiosity and interest. For example, toddlers learned to press buttons on interactive toys, and they recognised and responded to the sounds they hear. The childminder successfully includes songs and action rhymes to hold all the children's attention. Older children know the words and the tune and they carry out the actions. Younger children learn to clap and follow the rhythm. The childminder frequently introduces different resources to encourage children's imaginative role play. She talks about making pizzas and children choose from the pretend foods they recognise. The childminder successfully encourages and increases children's vocabulary by sounding the first letter of words to remind children of the food. She counts spontaneously at times and encourages toddlers to say 'one' and 'two', as she shares the bowls at snack time. She uses these coloured bowls to encourage older children to recognise and name colours.

Children are keen to handle the play dough and they competently use their fingers to mould shapes. They have many utensils to cut and press and the childminder includes natural items from the seashore for children to touch and feel. Children learn how to press the shells into the dough and see the shape and pattern this makes. These activities encourage children's sensory experiences and help to increase and develop their speech

and language skills. The childminder talks about previous outings. Children eagerly described a picnic at the beach and the large seagulls that ate the crusts of their sandwiches. In this way, children are remembering previous events and developing their language skills to describe these. The childminder provides continual interaction to increase all children's speech and language, and she varies this effectively according to children's age and stage of development. Children show an interest in books and sit together with the childminder to look at pictures and read stories. There has recently been a focus on butterflies because the childminder has a small butterfly aviary. Children have watched the caterpillars turn into a chrysalis and they are now emerging as butterflies. This causes excitement and fully increases the older children's level of interest. They draw pictures of butterflies and practise writing their names to promote their developing literacy as they learn about the changes in the world around them.

The childminder has clear systems of documentation to support children's learning. She is building individual records of development through recording regular observations of children's achievements. She is clearly linking these with the areas of learning and planning for children's next steps in development. There are regular summaries of children's progress. This enables the childminder to effectively assess their progress and notice any gaps in their levels of achievement. The childminder includes a written summary of the progress check for two-year-old children and shares this with parents.

The childminder effectively gathers information from parents about children's stage of development at the start of childcare arrangements. This helps her to provide resources and activities that interest children and engage them in opportunities for learning. Parents currently prefer daily verbal feedback about activities and routines, and the childminder willingly provides this to meet their needs. She encourages parents to see children's learning records and to note any progress in development at home. In this way, parents gain full information and contribute to their child's ongoing progress. The childminder is fully aware of preparing children for moving on to school or nursery. She encourages older children to make choices and to become independent making progress in their personal care routines. She talks about the future and makes plans with children and parents to continue caring for children in the holidays. This reassures children and enables continuity of care and learning.

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

The childminder fully dedicates her time to the children in her care and she closely follows their individual needs during all activities. Younger children have regular affection and continual attention to support fully their personal, social and emotional development. The childminder clearly and consistently recognises when younger children are hungry, thirsty or tired, and she responsibly rearranges routines to meet individual needs. The childminder effectively plans children's sleep times in accordance with parents' wishes. These thorough routines promote close bonds with the childminder and increase children's sense of belonging. The childminder encourages children's positive behaviour throughout all activities. She fully promotes and builds relationships between children by encouraging sharing and taking turns from the start. The childminder very frequently praises children

when they achieve and when they show a willingness to respond. In this way, children learn about behaviour through positive encouragement. As children develop, the childminder provides regular opportunities for growing independence and she adds small responsibilities to raise children's self-esteem.

Children have a dedicated playroom with a good variety of resources accessible at their level. The childminder encourages children's involvement throughout all play and she stimulates and challenges children through conversation and imaginary role play. There is ample evidence to show the childminder regularly includes a wide variety of outdoor play opportunities. The childminder's outside play area is small; therefore, children have frequent walks and visits to parks and the beach. They learn to gain strength in their physical movements and increase their stamina on outdoor apparatus. They develop their awareness of the wider community by visiting local places of interest. They take part in activity groups and music sessions where they learn to socialise with other children. Younger children learn to crawl and walk in a safe environment and older children especially learn safe routines during baking activities with the childminder. In this way, the play opportunities fully support children's all-round development.

The childminder competently provides healthy snacks. She combines children's growing physical skills and their independence by encouraging them to use small knives to cut the fruit of their choice. She talks about the different fruits and uses the wall chart to encourage children to remember and name these. Through dialogue and discussion, the childminder reinforces children's understanding of healthy foods. Babies eagerly learn to feed themselves. They use their fingers and the childminder praises their ability to capably manage with a fork at lunchtime. The childminder follows organised daily routines to promote children's health and safety. She talks about these as they wash their hands and use tissues to wipe their nose. She reminds children to pick up the toys to prevent tripping and she uses safety equipment throughout the home to protect children. The childminder has regular routines for practising road safety when walking and she uses straps in buggies and reins for toddlers. She has an organised fire drill and older children learn to practise and understand fire safety. This combination of well-organised routines, close supervision and continual explanation, fully helps all children to learn healthy and safe routines.

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

The childminder has a good understanding of her responsibility to meet all areas of children's learning and development. She has successfully increased her knowledge and understanding of the requirements of the Early Years Foundation Stage. She has developed strong systems to show how children make progress. The childminder recognises children's achievements and she spontaneously includes activities according to children's capabilities. This provides strong opportunities for closing any gaps in children's learning and enabling them to gain appropriate skills.

The childminder has a competent understanding of safeguarding children through

attending child protection training. She is very aware of her responsibility to recognise and respond to any concerns about the children in her care. There are fully documented procedures for sharing any concerns with the relevant agencies. The childminder ensures that parents read and understand her policies and procedures from the start. The childminder has clear records of children's attendance. She has the required signed permissions from parents and stores all children's individual information confidentially. The childminder completes detailed records of injuries and incidents. She fully understands how to respond to any complaints. In this way, the childminder positively maintains all the required documentation.

The childminder works effectively in partnership with parents to meet children's needs and enhance their learning and welfare. She has gained opinions and information from parents and children to evaluate her provision. This has enabled the childminder to focus on points for improvement. However, the childminder has less evidence to demonstrate how she shares information with other early years settings to strengthen the planning for children's next steps in development.

### **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

<b>Unique reference number</b>	143153
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	814046
<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>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/03/2009
<b>Telephone number</b>	

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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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