

Inspection date

Previous inspection date

30/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- Children achieve well because teaching is good.
- The childminder successfully encourages children's learning through stimulating activities that they enjoy.
- The childminder is well organised. She has a good understanding of her responsibilities to safeguard children and keep them safe and secure.
- Children enjoy their time with the childminder. They benefit from the positive relationships that develop.

It is not yet outstanding because

- The childminder does not have many resources to fully extend children's exploration of different media and materials.
- The childminder has not fully developed arrangements for gathering feedback from parents to help her evaluate her practice.

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.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector viewed a selection of children's assessment records and planning documentation, policies and procedures and regulatory documentation.
- The childminder discussed self-evaluation with the childminder.

Inspector

Marilyn Joy

Full report

Information about the setting

The childminder registered in 2013. She lives with her two children in a second floor flat in the Woolston area of Southampton, Hampshire. There is the choice of a lift or stairs to access the flat. All areas of the home are available for childminding. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds a relevant qualification in early years at level 3. She is currently minding two children 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:

- extend creativity further by providing more resources to encourage children to construct and build, make models and experiment with mark making
- strengthen arrangements for gathering feedback from parents to help evaluate daily practice and identify areas for further development to help maintain continuous improvement.

Inspection judgements

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

Children make good progress in their learning because they are supported well by the childminder. She records children's activities through photographs and written observations. She uses these well to monitor children's progress and identify their next steps. Children's records are comprehensive and accurately reflect what they can do. The childminder shares her records with parents so they can work together to support their learning. The childminder is fully aware of her responsibility to complete progress records for two-year-old children. Parents are fully involved in this process and contribute to the records.

Overall, children experience a broad range of activities and develop the skills they need for future learning. They are motivated and interested because the childminder presents activities well and engages children with her enthusiasm. Children explore the texture of rice and pasta. They experiment with filling containers and listen to the noise it makes when it scatters on the floor. The childminder encourages children's communication skills well because she engages them in interesting conversations. The childminder introduces the vocabulary children need to express themselves when ready. In addition, she introduces a variety of themes, which helps to reinforce children's learning in different ways. For example, they learn about animals and the sounds they make when making

puzzles, creating a collage and looking at books. The childminder introduces counting and shapes easily when she is talking to children. She encourages young children to solve simple problems for themselves, such as, which puzzle piece will fit in the space. Consequently, the childminder supports children's mathematical awareness as they play.

The childminder encourages children's creativity. Children paint and create collages. They experiment with a variety of musical instruments. The childminder encourages children to listen to the sounds they make. When children decide they want to play catch with the shaker she supports this as well. She shows children how to hold their hands out. This helps them succeed and want to continue. The childminder has some construction kits for younger children. She uses these well to encourage children to work out how they fit together and make different shapes. However, the childminder does not have a wide range of different materials that children can use to build and balance or fix together to make models. Likewise, the childminder introduces children to drawing and making marks. However, writing tools and craft materials are not readily available so that older children can help themselves whenever they want to. On the other hand, the childminder has plenty of resources to raise children's awareness of diversity in the society in which they live. Children also learn about the different celebrations people experience through simple craft activities that they can understand. Overall, children's learning is successfully promoted and they enjoy their time with the childminder.

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

Children are happy and settled in the nurturing environment the childminder provides. Children feel confident to play because they develop strong bonds with the childminder. She provides them with the reassurance they need when others are present. The childminder supervises children well and is mindful of keeping them safe. The childminder teaches children about road safety when going for walks. Young children are unaware that the childminder is using reins attached to a back pack so that she can ensure they stay close. Consequently, children learn they must hold hands without the risk that they might run off.

Children experience a healthy lifestyle with the childminder. They go on daily outings and play in the fresh air. Children choose their own snack and make sandwiches for their lunch. The childminder talks about choosing healthy foods. She reinforces this when they complete a chart recording how many fruits and vegetables they have eaten. Consequently, these daily routines raise children's awareness of healthy eating. Children develop good hygiene routines because the childminder supports them consistently. The childminder is a good role model herself and clearly explains what she is doing. Children develop their physical skills when exploring equipment in the park and visiting the soft play centre. They develop their hand-to-eye coordination when making puzzles and learning to use scissors to make shapes in the play dough.

The childminder successfully prepares children for the next stage in their learning. She takes them to pre-school groups where they socialise and play with others. This helps them gain confidence in new environments. The childminder also encourages children to

tidy the toys away when they have finished with them and put their shoes on the shoe rack. This helps them to take care of their belongings and is good preparation for the move to pre-school and school.

The childminder creates a welcoming home environment for children. There are stools to stand on so they can reach the sink to wash their hands and a small table so they can sit comfortably to play. There is an appropriate range of good quality resources to support children's all round development. Children receive good support from the childminder to help them understand what is expected. Consequently, children behave well. The childminder uses clear and effective strategies that children understand. This includes lots of praise and encouragement, which successfully boosts their confidence and self-esteem.

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

The childminder is well organised. She has a clear knowledge and understanding of the Early Years Foundation Stage. She meets all the requirements and promotes children's learning and development well. Consequently, children make good progress in the comfortable and stimulating environment she provides. The childminder places a strong emphasis on keeping children safe. She accurately identifies potential hazards and implements effective safety measures to help ensure children's safety. For example, she uses cupboard locks to prevent children opening cupboards where cleaning materials are stored. The childminder has a security chain on her front door to prevent children and unwelcome visitors from opening the door. The childminder is fully aware of child protection issues and knows what to do if she has concerns about a child in her care. She maintains all the required documentation and gathers information from parents so that she is fully aware of children's individual health and welfare needs.

The childminder is extremely enthusiastic and keen to provide high-quality care for children. Since registration, she has attended some relevant training and is keen to do more. She uses the internet to research good practice and ideas for challenging activities. For example, she has produced an exciting treasure basket for babies with lots of tactile objects to investigate. The childminder introduces themes with the children such as animals and pets. This prompted her to obtain technology toys so she could create a pet shop and extend children's learning. The childminder speaks with parents daily and gathers their views of her practice. However, this is very informal rather than helping her to evaluate the effectiveness of her settling in routines or children's daily care, for example.

Overall, the childminder develops positive relationships with parents. She provides them with a wide-range of information about the care she provides, children's activities and her policies and procedures. Parents regularly view children's progress records and add their comments to the journal. The childminder is fully aware of the importance of working with other professionals and settings children attend. This helps her provide continuity in the care they receive.

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
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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	EY467991
Local authority	Southampton
Inspection number	938525
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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