

<b>Inspection date</b>	14/07/2014
Previous inspection date	18/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 are happy and have good relationships with the childminder and her family.
- The positive relationship with parents and other early years providers results in children having continuity of care and learning.
- The childminder's understanding of how children learn enables her to promote their learning through play.
- The childminder regularly assesses children's progress to identify their next steps in learning and shares these with the parents. to enable learning to be extended at home.

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

- Children are not always encouraged to fully explore and discuss the effect of mixing or cooking different ingredients and the changes that occur as a result.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- Children are happy and have good relationships with the childminder and her family.
  - The positive relationship with parents and other early years providers results in children having continuity of care and learning.
  - The childminder's understanding of how children learn enables her to promote their learning through play.
- The childminder regularly assesses children's progress to identify their next steps in learning and shares these with the parents. to enable learning to be extended at home.
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## Inspector

Amanda Shedden

## Full report

### Information about the setting

The childminder was registered in 1995. She lives in the Lordswood area of Southampton with her husband and two adult children. All areas of the property are used for childminding however, this normally occurs downstairs and there is a fully enclosed rear garden available for outside play. The childminder is registered to care for a maximum of six children under eight at any one time. She is registered on the Early Years Register and the compulsory part of the Childcare Register. At present there are three children on roll. There are pets in the garden.

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

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

- Children are not always encouraged to fully explore and discuss the effect of mixing or cooking different ingredients and the changes that occur as a result.

### Inspection judgements

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

Children enjoy their time at the childminder's. They have positive relationships with her and her family and they enjoy doing things together. The childminder has a good understanding of how to promote children's learning and offers them a wide range of interesting activities to enjoy and learn from. Children's learning and development is progressing well through the positive interaction and skills of the childminder. This is a fully inclusive setting where all children's individuality's are acknowledged and supported to enable them to achieve to the best of their abilities.

Children have a good balance of child-initiated and adult-led play. They are often encouraged to be independent as they choose what they would like to play with. At other times the childminder has planned activities that link directly to their next stage in learning. For example when cooking children identify and weigh out the ingredients. The childminder supports them if they cannot recognise certain numbers. During the baking activity, the childminder gives the children clear instructions. They show their understanding as they periodically stop and read the numbers on the scales until they get to the right number. They learn to be careful as they spoon ingredients into the bowl and they mix and stir until everything is blended together. They chop up fruit to add to the mixture and smell the mixture. Children are encouraged to think about past events as they talk about going to 'granddad's garden' to collect eggs from the chickens. They concentrate and persevere as they stir it altogether knowing they are using their muscles to stir. However, they are missed opportunities to talk about or explore the changes that happen as different ingredients are mixed or heated. Children choose from a range of

resources what they want to play with. They ask family members to play card games taking turns as they identify the pictures on the cards until they have two the same. This develops their social and early mathematical skills.

The childminder provides good opportunities for children to develop their physical skills as they choose to play football together, taking turns to stop the ball going in the net. They use their balancing skills after they have built a moat around the tent with balancing bricks. Children have great fun seeing who can stay on the longest without falling off. The childminder enables them to use their imaginations as they play in the tent singing to themselves as they make tea. As a result children develop strong social skills and the ability to work together. Relationships with parents are strong and worthwhile. Good quality information is exchanged each day and they are fully aware of how to extend their child's learning at home. Children with additional needs or who attend other settings are supported well and make good progress. Effective communication between the different agencies and the childminder is effective in promoting the children's wellbeing. Children are effectively developing the skills they need for school or the next stage in their learning.

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

Children feel comfortable and secure with the childminder and have good relationships with the childminder and her family. They respond to her ideas and offer their own ideas knowing that the response will be positive. Her thoughtful interaction with each child shows that she values them as individuals and her knowledge of this individuality results in her meeting each child's needs. The childminder views children as unique and works hard to build relationships with them. This results in children having continuity of care, their needs met, and they feel safe and secure in the childminder's care. The childminder effectively supports children while they settle into her care and when they move onto school. They have settling in visits with her until the parents are happy to leave their child for an extended period. For children that are moving on to school she will make them school ready and undertake visits to the school with them. This prepares children emotionally for their next stage in learning.

Children's behaviour is very good they clearly know the rules of the home. This results in children feeling safe within the environment. They know to stay within boundaries when out in the community and the childminder teaches them acceptable behaviour. The childminder focuses on the positives of their behaviour, building on their self-esteem. There are clear strategies in place, which the childminder shares with the parents when necessary. Children enjoy healthy lifestyles, they play outdoors most days and the childminder offers them a good range of healthy snacks. They have their drinks close to them so they can help themselves when they are thirsty. They help to care for the vegetables in the garden and spend time exploring the plants to identify the changes as they grow. They learn when the plants are ripe, ready to have their fruit picked off. The childminder ensures children have access to a wide range of good quality resources that are suitable to their stage of development, and incorporate all the areas of learning. Children can move freely from one area to another, making choices about what they want

to play with. For example, they decide to take the tent outside. This effectively supports their active learning and independence. The childminder rotates the toys to suit the needs of the children attending which ensures an interesting and stimulating environment for learning.

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

The childminder has undertaken recent training to support her understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is secure in her knowledge of how to safeguard children. She is very aware of the procedure to follow if there was a concern about a child and keeps contact details to hand. Risk assessments ensure safe environments for the children use, and the childminder supports their ongoing safety. She has an accurate knowledge of the welfare and learning requirements of the Early Years Foundation Stage. Her policies and practice reflect this knowledge and she offers the children a stimulating and well-organised environment where children feel safe.

She has invited parents to contribute their thoughts on her practice all of whom were very positive. Since the last inspection she has undertaken several courses and met with agencies to develop her practice. She has met all the requirements from the last inspection and made many changes which contribute to the good outcomes for children. This shows her commitment to improving her practice. Children's progress is tracked, their achievements are recorded, and she uses this information to plan suitable activities for the children to support their good progress. Partnership with parents and others are beneficial. Parents receive a copy of her policies and procedures on a disc and a copy to read and sign. The childminder ensures that parents can access their child's learning journal at any time. She shares children's progress with parents every time she assesses them so they are aware of their child's next steps in learning. The childminder has daily discussions with the parents and she has attended key appointments with the parents so she is very informed about children's individual needs.

The childminder complements the learning children receive at their other early year's providers. Information exchanged between herself and the parents support continuity of care and learning. They are extremely pleased with the care and range of activities their children experience at the childminders, they state their children love coming here.

### **The Childcare Register**

The requirements for the compulsory 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>	131294
<b>Local authority</b>	Southampton
<b>Inspection number</b>	842898
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/06/2009
<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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