

Inspection date

25/07/2014

Previous inspection date

22/07/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 implements effective safeguarding and child protection procedures to promote the children's welfare successfully.
- The childminder supports children with special educational needs and/or disabilities effectively and good interagency partnerships ensure they meet children's individual needs successfully.
- Children's understanding of the world around them is developing well and the childminder supports children's learning effectively.
- The childminder provides many opportunities for children of all ages to develop their early literacy skills.
- All children are making good progress in their learning in relation to their individual starting points.

It is not yet outstanding because

- Parents do not have regular opportunities to contribute to their children's learning.
- The childminder does not always fully promote the youngest children's mathematical skills.

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 in the playroom, the lounge and outside.
- The inspector spoke with the childminder, a parent and children during the inspection.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

Inspector

Lisa Cupples

Full report

Information about the setting

The childminder registered in 2007. She lives with her partner and two children, one of whom is still at school. They live in a house in Paulsgrove, a residential area on the outskirts of Portsmouth in Hampshire. Children have access to the ground floor and there are bathroom and rest facilities on the first floor. All children have access to an enclosed garden for outside activities.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder currently works with two assistants. There are currently eight children in the early years age group and eight older children on roll. Children attend for a variety of sessions on a full- and part-time basis.

The childminder is a member of an accredited childminding network and she receives funding for the provision of free education for children aged two, three and four years.

What the setting needs to do to improve further

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

- provide more opportunities for parents to make regular contributions to their children's learning
- further increase the youngest children's awareness of counting and sequencing to fully promote their mathematical development.

Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage and its requirements. She implements the educational programmes successfully to promote the children's learning in all areas and to meet the needs of individual children. The childminder spends time observing what the children can do, and uses the information well to plan a wide range of activities and experiences to reflect the children's interests. As a result, all children are making good progress in their learning. The childminder uses systems effectively to track and monitor the children's progress in all areas.

All children benefit from the good quality interaction with the childminder. She joins in all the activities and engages the children in purposeful conversation, introducing new vocabulary at every opportunity. For example, children learned the names and noises of animals when looking at books and photographs. The childminder labels the learning

environment effectively with letters and words. Children use the resources successfully during activities. For example, children were able to find and say the letters of their names on the alphabet tiles on the garden fence. The childminder stocks the book area well and children enjoy listening to stories. They handle the books independently, learning to turn the pages correctly from an early age. All children have access to a wide range of mark making materials both inside and outside. As a result, children enjoyed making large-scale chalk pictures on the patio, they made lists or attempted to write their own names during role-play activities. Children can see numbers around the learning environment. However, younger children are not always encouraged to count, or begin to recognise patterns to promote their sequencing skills fully.

The childminder provides an extensive range of activities and experiences to effectively promote and develop the children's understanding of the natural world and the world around them. Children watch things grow and photograph the changes, such as growing cress. The childminder provides bug boxes and magnifying glasses and children hunt the garden for mini beasts. They find worms, beetles and ants, and talk about the differences. The childminder also provides a 'wild area' at the bottom of the garden, which encourages the children to turn over logs to find the insects and creepy crawlies. Children enjoy growing and eating vegetables, such as potatoes, carrots, runner beans and tomatoes in the garden. They dig in the mud and plant the seeds, water the plants to look after them and then dig up and eat them for lunch. This develops the children's understanding of where different things come from and how they grow. Consequently, children are developing the skills they need to be ready for their next stage of learning.

The childminder has well-established systems in place to support the children as they make the move to school or attend other early years settings. She meets with other early years providers and shares information with school staff to support the children in her care. The childminder always obtains written permission from parents to share information and has clear confidentiality policies in place.

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

The childminder provides a stimulating, warm and welcoming play and learning environment where the children have fun as they learn. Children know where everything is and are able to self-select activities and resources, developing their independence and decision-making skills from an early age. Children form positive relationships with the childminder and other children because their self-esteem and confidence is growing. The childminder values children's ideas, thoughts and contributions to their own learning. Children's personal, social and emotional skills are developing successfully because the childminder encourages them to think about others. They are beginning to show consideration for others, often sharing resources and taking turns with little or no support from the childminder. Children are beginning to learn about differences and diversity through using multicultural resources and celebrating a range of international and traditional festivals.

All children are very happy and well settled in the care of the childminder. She spends

time getting to know the children and their families well. She gathers and records detailed information from parents about the children's welfare to ensure she meets their individual needs. Children enjoy healthy and nutritious snacks and meals as the childminder introduces the concept of healthy eating from an early age. For example, children enjoy fresh fruit and are keen to try new things. Children are developing good self-care skills, such as dressing themselves, and washing their hands at appropriate times. Children enjoy outdoor activities and experiences daily as they enjoy regular exercise and physical activities. All children learn the importance of keeping themselves safe through discussions, routines and safety rules. For example, children practise fire drills with the childminder to ensure they know how to evacuate the premises quickly and safely in the event of an emergency.

Partnerships with parents are good. Parents are able to talk with the childminder at any time and have access to the full policies and procedures. They are able to look at their children's learning journeys and know what the childminder is working towards with their children. The childminder provides a written progress summary for parents at the end of each school term. However, parents do not have regular opportunities to contribute to their children's learning at this time.

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

The childminder promotes the children's welfare successfully because she has a very good understanding of the safeguarding requirements. She has completed safeguarding training and she knows how to implement the procedures if she has any concerns about children in her care. Parents are aware of the childminder's safeguarding responsibilities through discussion and sharing the safeguarding policies with them. All children enjoy a very safe and secure learning environment because the childminder completes risk assessments and carries out daily checks before the children arrive. All adults both living and/or working in the household have been checked and are suitable to work with children.

The childminder has made good progress since the last inspection and has addressed the previous inspection actions and recommendation in full. For example, the childminder has changed the way she gathers and records information about the children's interests and their next learning steps. She now incorporates their interests in the curriculum planning. There is a well-maintained daily attendance register in place and all records are easily accessible for inspection at any time. The childminder has improved how she evaluates the effectiveness of the setting and has a working action plan with timescales in place. The childminder monitors her assistant's performance through staff meetings, supervision and annual appraisals. All assistants and the childminder continue to attend training to update their knowledge and skills for the benefit of the children.

The childminder has good links with a wide variety of external agencies to ensure all children's individual needs are met in the best way. Well-established and rigorous systems are in place to identify and support children with special educational needs and/or disabilities. The childminder implements individual care packages, agreed with parents to

ensure a consistent approach both at home and in her care for the children. In addition, the childminder supports children who are learning English as an additional language. This includes obtaining key words from parents and learning how to pronounce them, labelling the rooms in different languages and valuing children's home languages.

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	EY350655
Local authority	Portsmouth
Inspection number	963288
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	16
Name of provider	
Date of previous inspection	22/07/2013
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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