

Inspection date	28/07/2014
Previous inspection date	28/04/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		2
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 prioritises the safety and well-being of children and this protects them from potential harm.
- Children develop positive relationships with the childminder and this helps them to feel secure and gain confidence to explore their surroundings.
- The childminder takes children on outings around the local community to extend their learning experiences to support their progress.

It is not yet good because

- The childminder lacks a good understanding of the learning and development requirements of the Early Years Foundation Stage to enable her to support children's progress effectively.
- The childminder's strategies for communication with parents do not enable them all to be fully involved in their child's learning and development in the setting and at home.
- The childminder's self-evaluation is not rigorous enough to support continuous improvement in the outcomes for 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 play activities inside and outside.
- The inspector took into account the views of parents spoken to on the day.
- The inspector sampled a range of documentation including policies and children's records.
- The inspector held discussions with the childminder in relation to her practice and the self-evaluation process.

Inspector

Debra Laxton

Full report

Information about the setting

The childminder registered in 2002. She lives with her three school-aged children in a residential area of Portchester in Hampshire. The property is within close proximity to schools, pre-schools, shops and parks. All areas of the ground floor are used for childminding, which include toilet and rest facilities. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently there are five children on roll aged under eight years, of whom four are in the early years age group. The childminder also cares for children aged over eight years. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- develop a secure knowledge and understanding of the learning and development requirements to provide a secure foundation for learning opportunities which are planned around individual children and are based on accurate observations and assessment of their needs and interests
- organise systems to work in partnership with parents to share information and to support children's learning and developmental needs and progress, both in the setting and at home

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

- implement rigorous and effective systems for self-evaluation that inform priorities and set challenging targets for improvement to improve learning outcomes for children

Inspection judgements

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

The childminder lacks a good knowledge and understanding of the Early Years Foundation Stage learning and development requirements. This limits her ability to identify, assess and plan children's learning effectively so they make good progress. Children's records include some written observations of their learning through play and include photographs of them engaged in play activities. The childminder is continuing to develop her observation and assessment skills. She is beginning to identify relevant next steps in

children's learning. At this stage the monitoring and assessment of observations is not fully effective and the childminder is unsure of the stage of learning and development that most children are working at. This hinders how well she is able to support their next steps for learning and progress.

Children are able to choose and access resources freely. This provides opportunities for them to develop independence and initiate their own play. Children are well occupied and the childminder interacts positively with them as she joins in with their play. At times, the childminder does not use opportunities to extend children's thinking and so their learning is not always challenged to promote development. However, her calm presence does promote children's concentration and enjoyment. For example, children play in a quiet and focused way with building blocks and a basket containing varied sensory items. The childminder changes these items regularly to further sustain interest. Children are encouraged to take turns and are beginning to learn to share. The childminder is aware of children's interests and she provides resources for them based on these to extend their learning. Outings to the local community centre and library for craft activities, singing, music and story sessions enhance children's experiences. The childminder uses nappy changes to develop relationships with children and promote language. She talks to the children about what she is doing and repeats the child's sounds back to her.

Parents are happy with the service the childminder provides and they find her approachable and are confident to share any concerns. Initial information is effectively gathered from parents to support children settling into the childminder's setting. Strategies include the completion of all about me sheets that highlight children's interests, bringing a comfort object from home and having photographs of familiar people. Communication with parents is largely from informal chats at the front door and this limits the opportunity to share detailed information so they fully involved in their children's learning and development. Diaries are sometimes completed for children under two-years-old. These show how care needs such as sleep, nappy changes and meal times have been met during the day and include some information about activities children have been involved in. The two-way flow of information is not yet effective in sharing detailed information with parents. As a result, they are not included effectively in their children's learning and development in the setting and at home.

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

The childminder is focused on children's well-being and consequently children are physically and emotionally safe and secure in the childminder's setting. The childminder supports children with a reassuring hand to negotiate the step down from the playroom to the garden. She makes sure that children have some freedom to explore while monitoring them closely so they remain safe. Gates and doors have high locks which make the premises secure.

The childminder builds positive relationships with children that enable them to settle quickly and happily on arrival. Children look to the childminder for support and reassurance knowing she will respond to them willingly. For example children approach

the childminder to share in their exploration. Children show they feel secure in the outside environment, moving around the area independently exploring.

The playroom provides a large, bright environment where children clearly demonstrate that they feel safe. They are able to choose freely from a range of age-appropriate, safe and suitable play materials available at a low level allowing independent selection by all children. The childminder encourages and praises the children, which supports their confidence and self-esteem. She encourages older children to share and understand the needs of younger children, to support their personal, social and emotional development. Clear explanations that the younger children are exploring and have not learnt to share yet are given. These explanations provide clear behaviour boundaries and expectations and children behave appropriately for their age. The childminder uses good strategies to prevent older children becoming frustrated and they have good opportunities to sit up at the table to continue play uninterrupted.

The childminder is active in promoting children's awareness of how to enjoy a healthy lifestyle. She takes children into the garden early in the morning on hot days. This shows an awareness of the need to give children the opportunity to spend time outside while keeping them safe from the heat later in the day. The childminder offers the children their drinks and then places them on the table allowing for independent access whenever they are thirsty. Parents provide snacks and lunch for their children and the childminder encourages them to consider healthy options. Hygiene practices during nappy changes minimise the risk of cross infection. The childminder is well disposed to recognise and manage safeguarding issues to protect and support the children in her care.

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

The childminder has an adequate knowledge and understanding of the safeguarding and welfare requirements and she cares for children in a safe environment. All necessary checks have been completed for members of the household aged 16 years and over to help to safeguard children's welfare. The childminder is keen to improve her practice and is developing some skills of self-evaluation. She has identified areas for improvement. These include having more formal meetings with parents to discuss their children's progress and to evaluate her practice more frequently. However, plans to implement the majority of these improvements have not been made and this is a barrier to continuous practice improvement.

The childminder has become more confident in carrying out observations. She is developing her understanding of the Early Years Foundation Stage learning and development requirements. However, currently this is not good enough to deliver educational programmes effectively. Consequently, planning does not cover the seven areas of learning and children do not make good progress towards the early learning goals. The childminder is positive about increasing her depth of knowledge so that she can improve monitoring, planning and assessment for children's progress in the areas of learning. The childminder understands the requirement to complete the progress check for

children who are two-years-old, and relevant parents have been involved in the process.

The childminder recognises the value of professional development and has recently completed courses in food hygiene and paediatric first aid. However, training has not supported the development of skills that promote children's learning and development. The childminder understands the importance of working with professionals from other settings to ensure information sharing meets children's needs. However, she has not been required to implement this in recent practice. The childminder shows a sound knowledge of the importance of developing self-help skills and independence and this supports children in being prepared for school.

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	EY246112
Local authority	Hampshire
Inspection number	814502
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	28/04/2010
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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