

Inspection date	26/08/2014
Previous inspection date	15/10/2008

The quality and standards of the early years provision	This inspection:	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 feel secure in the childminder's home, and benefit from the warm relationships they have with the childminder and her family.
- Children are offered different activities, which support their all-round development.
- The childminder has a good understanding of how to promote children's learning in all areas.
- The childminder is very organised and keeps parents fully informed about their children's learning experiences.

It is not yet outstanding because

- The childminder does not consistently take all opportunities to include a variety of learning opportunities into her focused activities. Therefore, she does not fully enhance children's learning potential at such times.

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 children's play and their interactions with the childminder.
- The inspector looked at the observations, assessments and planning undertaken by the childminder.
- The inspector viewed questionnaires and talked to parents.
- The inspector sampled some of the childminder's policies, including those linked to safeguarding.

Inspector

Amanda Shedden

Full report

Information about the setting

The childminder registered in 2008. She lives in Southampton with her four children, three of whom are in full time education. All areas of the home are used for childminding and there is an enclosed garden for outside play. The family has animals in the home and the garden. The childminder is registered on the Early Years Register, and compulsory and voluntary parts of the Childcare Register. The childminder works with an assistant.

What the setting needs to do to improve further

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

- strengthen the delivery of adult-focused activities, by incorporating additional learning opportunities to enhance children's interests and skills.

Inspection judgements

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

The childminder knows the children well. She makes observations of their interests and achievements, and links these to the areas of learning. She also uses these observations to make assessments of children's capabilities and to clearly plan their next steps in learning. This helps her to ensure that children make the best possible progress. The childminder successfully incorporates the next steps in learning into children's play, which effectively promotes children's learning. There is a good balance of child-led and adult-initiated play. The children are interested in the activities offered and enjoy selecting activities for themselves. However, the childminder's planned activities are, at times, limited to the focused outcome and the childminder does not include other learning opportunities. For example, while children were taking part in a focused activity, exploring a range of different sensory materials, they were not encouraged to count or discuss the different shapes. This means the childminder did not take the opportunity to also extend children's mathematical skills. They were, however, encouraged to talk about the feel of the different materials, using words, such as shiny, fluffy, scratchy and soft, to help develop their vocabulary.

The childminder helps children to develop their communication skills well, because she interacts purposefully with them. This effectively promotes their understanding and speaking skills. The childminder sits with the children and responds well to their vocalisations, and introduces words and new skills during playful interactions. She models words clearly, for example, the names of colours while children explore different toys. Children enjoyed exploring the different animals and the childminder asked useful questions, which resulted in children sharing their knowledge. They were encouraged to make animal noises and to do animal actions. The childminder sang familiar songs with

the children and gave them choices of verses and songs. Children joyfully joined in and received plenty of praise for their achievements.

The childminder completes the required progress checks for two-year-old children, which she shares with parents and other professionals when needed. This enables her to clearly identify where some children may need extra support. She successfully works with other agencies to offer children continuity of learning.

Parents are kept fully aware of all the experiences their children are having and their next steps in learning. She records all information electronically, which gives parents instant access to all observations and assessments undertaken for their child. This enables them to continue their child's learning effectively at home.

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

Children form good attachments with the childminder and her family. They demonstrate confidence and emotional security in their surroundings, because the childminder builds a strong relationship with them. She finds out their routines, likes and dislikes from their parents, and offers them continuity of care.

All children are welcomed into the setting and learn to share and take turns. They learn the rules and routines of the day, behave well, and are gaining in confidence and self-esteem. Children learn the expected boundaries for behaviour from a very young age, because the childminder is clear and consistent in her practice. This helps to ensure their safety.

Children play and learn in a safe and secure environment, where they are protected by the use of a range of safety equipment, such as smoke detectors and stair gates. They are well supervised when they play outside and the childminder clearly identifies any hazards in her risk assessments. For example, the younger children's resources are on the fenced decking area and older children's equipment is on the grass. This prevents the younger children playing on equipment that is too large for them to use safely.

Parents provide children's main meals, and the childminder offers children biscuits and fruit for snacks. Drinks are available at all times. Children learn to follow good hygiene routines and understand the need to wash their hands with soap after using the toilet, and to dry their hands on paper towels. Children spend time outside each day in the fresh air and use a range of equipment that helps to develop their physical skills. Children learn how to be safe as they play outside. They develop their spatial awareness as they attempt to use different equipment, such as small climbing frames and slides. The childminder encourages children to practise the evacuation procedure regularly, so they are familiar with the routine should an emergency occur.

The childminder welcomes all children into her care. She encourages them to take part in all activities and provides an inclusive environment. The childminder has links with the

local pre-school and school to enable the sharing of information, and to offer the children continuity in their learning.

Children enjoy playing with a wide range of good quality resources that are suited to their stages of development and incorporate all areas of learning. They are displayed to encourage children to independently choose what they wish to play with. Children can move freely from the lounge to the well-equipped playroom. Their artwork is displayed, which helps the children to develop a good sense of belonging.

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

The childminder has undertaken training and is secure in her knowledge of how to safeguard children. She is aware of the procedure to follow in the event of a concern about a child and keeps important contact details close by. She risk assesses the environments the children use to promote their ongoing safety.

The childminder has an accurate knowledge of the safeguarding and welfare requirements, and the learning and development requirements of the Early Years Foundation Stage. The childminder works with her husband, who is her assistant. He undertakes courses, including safeguarding children and first aid, so that he is also aware of requirements. The policies and the childminder's practice reflect her knowledge, and she offers the children a stimulating and well organised environment. Therefore, children feel safe, which in turn is conducive to their learning.

Since the last inspection, the childminder has completed a qualification at level 3 in Home Based Childcare. She has also undertaken other short courses to develop her knowledge and skills, which in turn benefits the children. She has met all the requirements from the last inspection and made many changes, which contribute to the good outcomes for children. The childminder tracks children's progress and records their achievements. She uses this information to plan suitable activities for the children to further encourage their good progress.

The childminder has invited parents to contribute their thoughts about her practice and all parents were very positive and happy with the care provided. Through positive self-evaluation, the childminder is gaining an awareness of her strengths and areas for development, and creates action plans, which promote the development of her practice. For example, her action plans include rotating the range of books more regularly and providing more varied materials for art and craft activities. Therefore, the childminder takes clear steps to improve the children's learning experiences and to effectively develop her practice.

Partnership with parents and others are beneficial to the children. The childminder complements the learning that children receive at the other early years settings they attend. Information exchanged between the childminder and the parents promotes

continuity of care and learning. All information about children's development is easily available to parents, which enables them to have instant access to all aspects of their children's care and education. Parents state their children love coming here.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY373700
Local authority	Southampton
Inspection number	815639
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	8
Number of children on roll	4
Name of provider	
Date of previous inspection	15/10/2008
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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