

Inspection date	28/08/2014
Previous inspection date	11/03/2014
The quality and standards of the early years provision	This inspection: 3
	Previous inspection: 4
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	3
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 creates a friendly and comfortable environment where children enjoy playing.
- Children behave well because the childminder introduces clear and consistent boundaries that they understand.
- Children develop their independence because the childminder makes sure they can reach equipment and resources, and manage tasks for themselves.
- The childminder develops positive relationships with parents, which help her to meet children's individual needs.

It is not yet good because

- The childminder does not always identify what children need to learn next in all areas and plan challenging activities to fully extend them. She misses chances to extend learning through skilled questioning.
- The childminder does not always provide practical opportunities for children to become familiar with writing, and use words, letters and numbers.
- The childminder does not always complete all of the required medication documentation or ensure safety measures are robust.

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 and outdoors.
- The inspector sampled children's progress records, information shared with parents and regulatory documentation.
- The inspected checked the safety of the premises indoors and outdoors.
- The inspector reviewed feedback from the local authority, parents and discussed the childminder's self-evaluation.

Inspector

Marilyn Joy

Full report

Information about the setting

The childminder registered in 2004. She lives with her husband and four children, one of whom is in the early years age group in Bitterne, Southampton. All areas of the property are used for childminding. There is an enclosed garden available for outside play. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently four children in the early years age group on roll. The childminder also cares for children over eight years of age. The childminder holds an early years qualification at level 3.

What the setting needs to do to improve further

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

- plan and provide challenging activities that respond to children's interests and learning styles, based on what they need to learn next, particularly in areas where they are making less progress
- ensure medicine is only administered where written permission for that particular medicine has been obtained and keep a record that includes the name of the medication and each time it is administered
- ensure the fence at the bottom of the garden to prevent children using unsafe areas is fixed securely so that children are unable to move it.

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

- raise the quality of teaching to a consistently good standard by extending children's learning through the use of challenging questions to encourage their critical thinking and to widen vocabularies, and provide more resources to extend their ideas
- strengthen children's literacy skills in preparation for school by modelling writing, introducing words, letters and numbers for them to become familiar with, and a wider range of opportunities for them to use practise their early writing in practical situations.

Inspection judgements

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

Since the last inspection, the childminder has made clear improvements to her provision for children's learning and development. For example, she has improved her monitoring and assessment arrangements. She regularly observes children and uses guidance materials appropriately to help her assess children's levels of development in all areas. Each child has their own book which includes photographs of activities and observations detailing their achievements, so she knows they make progress.

The childminder gathers information from parents when children first attend which helps her assess what they can do and begin to plan their progression. The childminder continuously tracks children's progress across each of the areas of learning and completes the required progress checks for two-year-old children. The childminder uses her assessments to identify children's next steps for learning in some areas. Following advice from the local authority she has started identifying what activities she can introduce in these areas to move children forward. However, the childminder does not always focus her planning on the areas where children are making less progress. Consequently, the childminder is not consistently planning in these areas to make sure children do not fall behind.

The childminder is now more familiar with the areas of learning and how she can promote them. For example, the childminder encouraged children's counting skills when coming down the stairs. Children confidently counted to 10. However, she misses some opportunities to extend activities further and increase children's learning. For example, the childminder did not introduce larger numbers such as 11 and 12. The childminder introduces activities linked to what children need to learn next. For example, to teach children the names of shapes the childminder found a shape sorter and encouraged them to fit the shapes into the hole and identify their colours as they did so. However, she did not challenge children further, for example, by encouraging them to look for shapes around them and identify what they are, such as the doors and windows in the doll's house. Consequently, the childminder does not always fully extend children's learning by having high expectations of them.

The childminder encourages children's communication and language skills through relaxed conversations as they play. She encourages them to talk about what they are doing and their home experiences. She models conversations with babies, copies their attempts at speech and talks about what she is doing. This teaching provides them with the vocabulary they need to express themselves when ready. The childminder asks children questions and sometimes encourages their thinking. However, she does not consistently pose challenging questions that encourage them to solve simple problems and think critically. For example, when a child found the doctor's kit there was some conversation about what she was doing. However, there were few probing questions to find out what they know about doctors, their role or the equipment in the kit. Likewise, the childminder did not consider expanding the play, for example, with dressing up or purposeful reasons for writing. For example, she did not talk about taking medicine, model writing a

prescription or encouraging children to do this for themselves. This shows that teaching is not of a consistently good quality. The childminder labels some of her toy boxes to help children become familiar with words and letters in preparation for school. She also has an alphabet poster on the wall. However, the childminder displays a mixture of lower and upper case letters. This is confusing for children because they do not use all capital letters when they learn to read and write at school. Consequently, the childminder's planning of activities and her learning environment are not always consistently effective. Generally, children enjoy their time at the childminders and overall they make steady progress in their learning.

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

Children bond well with the childminder. For example, children played happily and were familiar with the daily routines. Young children settled quickly to sleep and when they woke were soon ready to move away and play after a short cuddle. These actions demonstrate how confident and secure children feel in the childminder's care. The childminder spends time teaching children how to behave well. She provides them with consistent boundaries and clear messages that they understand. For example, she explained to older children they must be careful with younger ones and showed them how to share. Children respond well to this caring and calm approach. The childminder agrees behaviour strategies with parents which help provide a consistent approach for children.

The childminder promotes a healthy lifestyle with the children. They play outdoors daily and enjoy plenty of fresh air. They develop their physical skills when they explore large play equipment at the park, at the soft play centre and in the home. For example, babies pulled themselves at the easel and proudly stood there smiling at everyone. Older children developed their hand-to-eye coordination when throwing and catching a ball in the garden. When they successfully caught a large ball the childminder extended this by finding a smaller ball to catch. The childminder is aware of children's dietary requirements and satisfactorily understands her responsibility to adhere to these. The childminder teaches children about good hygiene as part of her daily routine. The childminder has suitable arrangements if children become ill or have an accident in her care. Not all required documentation is in place, but no children has been placed at significant risk of harm as a result. The childminder teaches children about staying safe as they play and use the stairs safely. Consequently, children hold the banister and come down carefully behind the childminder. However, there are occasions when the childminder relies on visual supervision to keep children safe rather than implementing robust safety measures.

The childminder stores her toys and books on low shelves that children can easily reach. The childminder also has step stools so that children can reach the sink and wash their hands. These measures help children to be independent and manage tasks for themselves. Overall, the childminder has a suitable range of resources to promote children's learning in all areas. However, she does not always use them well. The childminder is currently improving her playroom with posters and examples of children's work. The childminder praises children when they do well. This approach values children's achievements and boosts their self-esteem. The childminder regularly takes children to

toddler groups. These outings help them become familiar with different environments and develop their social skills. These activities encourage children to develop confidence in readiness for the move to pre-school and school.

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

The childminder has clearly made progress since the last inspection when she was judged inadequate. A monitoring visit was completed on the 12 May 2014. This found that although further improvement was still required the childminder had made sufficient progress and was ready for a full inspection. This inspection found that the childminder is continuing to make consistent progress with the actions raised at the last inspection and the monitoring visit. The childminder has made good use of the support from the local authority. She has attended some training and has further courses booked. The childminder has evaluated some areas of children's learning and her practice. This action has helped her to identify how she can continue to improve.

The childminder regularly completes progress records for each child she cares for. She monitors their achievements and assesses their level of development in all areas. However, she does not always focus on the areas in which children are less confident when identifying what they need to learn next. In addition, the childminder does not always plan activities or how she is going to extend their learning thoroughly. Consequently, the childminder does not always fully extend children's learning in all areas, and teaching is not of a consistently good quality. Nevertheless, children have benefitted from the childminder's improving practice. Overall, they make steady progress in their learning. Parents are involved at every stage. Parents regularly receive information about their child's day, the progress they are making and how they can support them at home.

The childminder has a sound understanding of child protection issues and knows what to do if she has concerns about a child in her care. In addition to safeguarding, the childminder has a range of policies and procedures which she shares with parents. This informs them of the childminder's responsibilities to safeguard children's welfare and her daily practice. The childminder completes risk assessments for her home. This helps her identify potential hazards and introduce safety measures to keep children safe. These measures are effective. For example, the childminder has safety gates at the top and bottom of her stairs to prevent children climbing and falling down. The childminder secures the front door and the garden to prevent children leaving unaccompanied and unwelcome visitors entering. The childminder is aware that the bottom of her garden is unsafe and has placed some temporary fencing across the gap to this area. However, the fencing is not fixed or very robust which means children can knock it over. This presents a risk and compromises children's safety which is a breach of requirements, and of the Childcare Register requirements. The childminder supervises children in the garden to keep them safe, but is reliant on not being distracted, to do this effectively. However, no child has come to harm.

The childminder is aware of the Early Years Foundation Stage requirements and maintains

most of the required documentation in good order. Documentation provides her with the information she needs to meet children's individual health and welfare needs. However, the childminder does not always obtain parents' written permission and clearly record the medication she administers. Usually, this is recorded clearly. However, the childminder has sometimes obtained verbal consent only which is a breach of requirements, and of the Childcare Register requirements. Children's safety was not compromised because the childminder was given the medication by the parents with their verbal consent.

The childminder develops positive relationships with parents. She regularly seeks their views through parental questionnaires. Parents respond positively. They are satisfied with the care provided and comment on how their children's learning is improving. The childminder spends time talking to parents each week to update them with their children's experiences and achievements. This communication helps the childminder and parents to work together to promote children's welfare and learning. The childminder forges links with other early years settings children attend. For example, she forges links with pre-schools to help children move smoothly onto pre-school. The childminder is aware of the importance of working together with other settings and professionals to provide children with continuity in their care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure any medicine administered to any child who is cared for on the premises, include the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/carer's consent (compulsory part of the Childcare Register)
- ensure the premises used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register).
- ensure any medicine administered to any child who is cared for on the premises, include the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/carer's consent (voluntary part of the Childcare Register)
- ensure the premises used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register).

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	EY290078
Local authority	Southampton
Inspection number	967888
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	11/03/2014
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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