

<b>Inspection date</b>	22/09/2014
Previous inspection date	23/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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### **The quality and standards of the early years provision**

#### **This provision requires improvement**

- The childminder makes sure children feel safe and secure, as her arrangements for safeguarding the children are robust.
- The childminder has a very good relationship with the parents; they are kept fully informed of their children's day.
- Children develop confidence and enjoy their time with the childminder. The childminder encourages them to take part in a range of activities and play experiences both indoors and outside the setting.
- Children are happy and content. The childminder treats them with warmth and kindness, promoting their self-esteem and a good sense of belonging.

#### **It is not yet good because**

- The childminder leads most of the play for children and there are few opportunities for children to initiate their own play and use their imaginations.
- The childminder has not ensured she has made links with all the other providers the minded children attend to share information about the children's learning and development.

## 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 discussed the format of the inspection on arrival and held discussions with the childminder throughout the inspection at appropriate times.
- The inspector observed activities in the indoor environment.
- The inspector looked at children's assessment records and sampled other documentation including those related to safeguarding.
- The inspector also took account of the written comments of parents.

## Inspector

Alison Large

## Full report

### Information about the setting

The childminder registered in 2010. She lives with her adult son in the Fareham area of Hampshire. The home is close to shops, parks, schools, pre-schools and public transport links. The childminder uses the ground floor for childcare and an upstairs bedroom is used for sleeping. Children have access to a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age group on a part time basis.

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

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

- consider the individual needs, interests and stages of development of each child, by providing planned, purposeful play through a mix of child-initiated and adult-led activities to improve children's learning and development opportunities, giving children time to develop their own play ideas
- strengthen the two-way flow of information with other providers of the Early Years Foundation Stage that children attend to ensure consistency of care and learning so that children's needs are being fully met.

### 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 arrive happily and are keen to begin their day. The childminder has an understanding of how children learn and the seven areas of learning. However, the quality of teaching is inconsistent. The childminder sits with the children and engages in conversations with them. For example, there are discussions about families and activities the children have taken part in. The children are offered a range of activities and some resources they can access themselves. However, she instigates and leads the majority of children's play, not recognising when children can play on their own, which means they are not given many opportunities to initiate their own play and use their imaginations. For example, a child tells the childminder they are going to be a fairy; the child chooses the dress, shoes and then picks out a witches hat to wear. However, the childminder suggests they find the princess crown, which reduces opportunities for children to use their own imagination freely. Also, during a mark making activity she asked questions and then answered for the child, without giving enough time for child to think and answer for themselves. This means that she does not encourage children to think and respond at such times.

During creative play children are able to experiment with the texture of paint and enjoy painting and mark making activities. At times, however, the childminder over directs children and tells them what to draw, rather than allowing them to experiment for themselves. The childminder makes observations for each child in their learning journey. She uses her regular observations to identify learning priorities for each child. This makes it clear to see the progress each child makes and how the childminder identifies their next steps for learning. Children's mathematical skills are appropriately developing. They learn to count confidently during their play, for example, the childminder encourages them as they count the puzzle pieces and the spots they have painted on the ladybirds. She supports younger children by counting with them so they develop an understanding of numbers. The childminder enjoys supporting children's learning and takes an interest in what they say and do. Children are learning to speak clearly and confidently, increasing their vocabulary due to the good interaction from the childminder.

The childminder keeps parents fully informed about their children's progress in their learning and development, and of their daily activities. The childminder does this through the information given each day and the sharing of children's records. She collects information from parents to use as the children's starting points when they join the setting, which includes information about their learning and development gained at home. The childminder has an understanding of how to implement the progress check for children between the ages of two and three years, when she needs to do this, and share this with parents.

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

The childminder discusses children's individual needs with parents to enable her to meet their children's care needs well. All children are welcomed into a friendly home where they are valued and included. This promotes children's emotional well-being. Daily routines ensure that children have plenty of opportunities to play and learn in a variety of interesting ways, such as planting and growing vegetables, or going for walks in the local area. However, at times the childminder over directs children's play and this reduces opportunities for children to gain confidence in initiating their own play ideas. Children's safety is promoted effectively and good systems are in place to ensure the home remains secure at all times. Children understand the need to keep safe as they practise the emergency evacuation procedure, and talk about road safety.

Children access the outdoors in most weathers to have regular fresh air and exercise. They enjoy playing in the garden, or visiting local parks or play areas. They develop good physical skills as they climb and run around, moving freely to develop their large motor skills. These experiences promote children's physical development well, and help them learn more about the local environment and world around them. Children learn about keeping healthy as the childminder talks about why they need to wash their hands before eating or after using the toilet. The childminder supports the children's individual needs and is aware of any particular dietary requirements. This helps ensure children eat healthy and nutritious snacks and meals in line with their parents' wishes. She also makes sure

drinks are readily available throughout the day to keep the children from becoming thirsty. The childminder uses suitable techniques to manage children's behaviour. Children's behaviour is generally good; they learn about being kind to each other, and sharing and taking turns. Children receive praise and encouragement throughout the day, which helps them develop a sense of belonging. The childminder works with parents to prepare the children for going to school. She supports children well as they develop their independence and gain the skills needed to be ready to move on; this helps to ensure all the children have a successful move to school when the time comes.

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

The educational programme provides children with activities and experiences to help them make sound progress in their learning and development. The childminder has developed her knowledge of the learning and development requirements through attending relevant training courses. This has given her a better understanding of how to observe the children and plan suitable next steps in their learning. A range of toys and resources are provided for the children, some of which they can access themselves. The childminder has a self-evaluation system in place, which identifies her strengths and some areas to develop. She has attended some training to make improvements to her practice since the last inspection, such as safeguarding, and observation and planning. The childminder has addressed the actions raised at the last inspection. She now has thorough systems to safeguard children's welfare. She has attended relevant training to update her knowledge about safeguarding children and has improved the security of her premises. This demonstrates the childminder has the capacity to make ongoing improvements to her practice. Children feel safe, secure and happy with the childminder and arrangements for safeguarding the children are good. The childminder is fully aware of her role and responsibilities if she has a concern. The childminder always supervises children well so they are safe in their play. She and other household members have the necessary checks to determine their suitability. She has a range of policies and procedures, which have been implemented and shared with parents; this ensures the welfare needs of all children are fully supported. Written risk assessments are in place and used to ensure that all areas that are accessible to the children remain safe and free from hazards.

The childminder has a good partnership with parents; she keeps them informed about their children's routines and activities at the end of the day. She displays information for them about her registration and insurance. She shares some information about their children's learning to enable parents to carry on the learning at home. However, the childminder's links with other providers of the Early Years Foundation Stage the minded children attend is not fully in place. The childminder links up with the schools she collects the minded children from to ensure information is shared. However, she has not made links with the other early years settings the younger children attend to share information about children's learning to ensure continuity of care.

### **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
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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

<b>Unique reference number</b>	EY412978
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	963400
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/09/2013
<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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