

<b>Inspection date</b>	30/09/2014
Previous inspection date	25/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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How well the early years provision meets the needs of the range of children who attend		3
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### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- The childminder does not ensure that any persons who visit her premises, and have contact with the children, are adequately supervised so they are not left alone with children. This is breach of a welfare requirement and compromises children's welfare.
- The childminder's systems of observation, assessment and planning are still developing, and she does not use the information to provide children with challenging activities.
- The childminder does not maximise opportunities to develop children's communication skills by modelling language and pronouncing words in the correct way to help build children's vocabulary.
- The childminder does not consistently teach children the importance of washing their hands as part of the programme for physical development.

#### **It has the following strengths**

- Children are happy and settled, relating well to the childminder and other children.
- The childminder helps children learn to manage their own behaviour. As a result they build positive relationships with each other.

## 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 the interaction between the childminder and the children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder, including children's learning journals.

## Inspector

Dinah Round

## Full report

### Information about the setting

The childminder registered in 1992. She lives with her husband and adult son in the Havant area of Hampshire. All areas of the ground floor and an upstairs bathroom are used for childminding. There is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder is currently minding one child in the early years age group. The childminder walks to the local schools to take and collect children. The family has a cat.

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

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

- ensure that people whose suitability has not been checked are not left alone, or have unsupervised contact, with children
- improve observation and assessment, and use the information to plan interesting and challenging activities and focused support, to help children move onto the next stages in their learning and development
- develop children's communication and language skills by enabling children to experience a rich language environment by introducing new words and modelling language

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

- raise the quality of teaching in the programme for children's physical development by helping children develop more awareness of good hygiene routines.

## Inspection judgements

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

The childminder has a developing understanding of the learning and development requirements. She gains information about children's individual needs and abilities from their parents during the settling-in process and through ongoing discussions. This means that she is able to offer appropriate support for children from the start. Children have access to a reasonable range of play and learning experiences, which contributes towards their ongoing development. Play activities provided by the childminder generally keep

children suitably occupied and interested. The childminder has begun to carry out some observational assessments to help her track children's progress, and is continuing to develop these systems. She shares the information with parents, which alongside ongoing discussions keeps them suitably informed about their child's care and well-being. However, the childminder does not make effective use of this information to help children move onto the next stages in their learning. Though she identifies that some children need to develop an understanding of number she does not follow this through in practice. For example, as children played with dolls and tea cups in their pretend play she did not incorporate any numbers or counting to extend their learning, even though she had identified this as their next step. This has an impact on how well children are able to achieve in their learning and development.

The childminder gets involved in children's play appropriately. She offered sensitive support and encouragement while the children completed their puzzles. Children concentrated carefully to put all the pieces together and proudly showed others when they had finished. The childminder clapped and praised them by saying 'Well done' and children smiled happily in response. This helps to build children's confidence and self-esteem. Children joined in songs and rhymes and had fun as they did the various actions with their hands. The childminder continually talks with the children to help promote conversation. Children enjoyed cuddling up to the childminder to look at a book. They pointed at the pictures and confidently turned the pages. This helps children gain an interest in books, ready for the next stage of their development. However, at times, the support the childminder offers to children is less effective. She does not regularly model language to help build on the children's vocabulary. For example, she did not repeat words such as 'doggie' and 'fishy' correctly to show children how to pronounce words in the correct way. As a result children do not receive consistent support from the childminder to help develop their communication and language skills.

The childminder takes children on regular outings, including trips on the bus, and visits to local parks and soft play centres. This allows the children to learn about their local community and to use larger play equipment to help them learn new skills to support their physical development. She has attended specific events with the children on occasions, such as a workshop on heuristic play. This provided children with opportunities to freely explore and investigate the different materials and hear the sounds they made. At times, children have access to some creative play experiences at the childminder's home, such as painting, gluing and sticking activities.

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

Children have developed a secure bond with the childminder and benefit from her warm and friendly interaction. As a result, they are happy and settled. However, the childminder does not always supervise children adequately. On occasions she allows un-vetted adults to be alone with children. This places children's safety at risk.

The childminder works with parents when they suggest ways to further support children's development, such as helping children manage their personal care through toilet training

routines. Children have access to a suitable range of toys and equipment. Many of these are kept in low storage units around the room so they are easily accessible. This allows children to make some independent choices about their play activities.

The childminder talks with children to help raise their awareness of the needs of others and teaches them about the importance to share during their play. For example, when two children wanted to use the same musical toy she calmly explained the need to take turns, supervising their play to make sure both children had a go. The children listened and then waited patiently to play with the musical toy. This shows that they are developing an understanding of how to play together. During the play activities the childminder distracts children by offering alternative toys to help prevent future squabbles and keep children suitably occupied.

The childminder completes risk assessments for areas of her premises used by the children and for any outings. These help her to identify any hazards so she can take any necessary action to keep the environment safe for children. The childminder practises her emergency evacuation procedures with the children to help them understand what they need to do in an emergency. She follows appropriate procedures when taking children on outings to help keep them safe, such as use of wrist straps and pushchairs for the younger children. She teaches children about road safety so they learn to stop at the kerb and look left and right to check when it is safe to cross the road.

Generally, the childminder supports children in learning to manage their personal hygiene needs. She recognises when they need to blow their noses and provides tissues to encourage children to learn to do it by themselves. She talks to children to ask them which food they would like for snack and allows them to make their own choices. However, she does not always encourage them to wash their hands before eating to promote children's good hygiene. This does not teach children good habits. Children have suitable access to outdoor play activities through use of the childminder's garden and frequent outings. This means that children get opportunities to enjoy fresh air and exercise.

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

The childminder does not meet one of the safeguarding and welfare requirements. Procedures for maintaining supervision of any persons who are visiting her premises are inadequate. This means that children's welfare is compromised because at certain times in the day they are left alone with adults who have not been checked as suitable to be alone with children. This is a breach of a legal requirement. This also applies to the Childcare Register requirements, which are not met. The childminder maintains required documentation and records, and makes sure that these are easily accessible. She has a current first-aid qualification and has public liability insurance. The childminder is aware of the signs that a child may be at risk of harm and the procedures to follow in the event of any child protection concern.

The childminder recognises that there are aspects of her teaching that need further

development. She has a sound knowledge of the learning and development requirements overall. She has continued to link closely with her childcare development officer to help her improve her practice. The childminder has addressed recommendations from her last inspection satisfactorily overall. She has obtained a copy of the Early Years Foundation Stage and implemented assessment arrangements, including the required progress check for two-year-old children. She recognises her systems are evolving, however, she does not always use information to help her support children's learning effectively.

The childminder has established a working partnership with parents. She shares her policies and procedures with parents to inform them of her childminding practices. She liaises with parents and other early years settings that children attend to help her provide consistency for children's care and learning between her provision and theirs.

### 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 that any person having unsupervised contact with children is suitable to be in regular contact with children (compulsory part of the Childcare Register)
- ensure that any person having unsupervised contact with children is suitable to be in regular contact with children (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

<b>Unique reference number</b>	113300
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	896729
<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>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25/11/2009
<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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