

<b>Inspection date</b>	30/09/2014
Previous inspection date	11/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 are happy, very comfortable and feel safe with the childminder and her family, which is conducive to their learning.
- Children form positive relationships with the childminder because she frequently praises them for their achievements.
- The childminder builds good relationships with parents. She knows the children well and this enables her to promote their progression through their play.
- Children participate in a wide range of experiences with a good balance of adult-initiated and child-led activities.

### **It is not yet outstanding because**

- The garden area has not been developed to reflect all areas of learning to enhance children's learning opportunities during outdoor play.
- Many of the electronic resources are not in working order limiting children's choices. Consequently, this does not fully support children's developing technological skills.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the interaction between the children and the childminder and her family.
- The inspector sampled paperwork kept on the children including observations, assessments and tracking systems.
- The inspector had discussions with the childminder and the children.

## Inspector

Amanda Shedden

## Full report

### Information about the setting

The childminder registered in 2009. She lives with her husband and their school-aged and pre-school aged child in a house in Sholing in Southampton. The whole of the home may be used for childminding and there is a fully enclosed garden for outside play. The family have pets in the home. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently two children on roll in the early years age range.

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

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

- increase the range of resources and learning experiences in the garden to support those children who prefer to learn outside, so that children can engage in worthwhile activities that promote their all-round development
- enhance children's technological learning by ensuring that all resources are in good working order to enable children to use them during their play.

## Inspection judgements

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

Children are happy and well cared for in a busy, family environment where the childminder meets their welfare and learning needs well. The childminder provides an inclusive environment and all children are welcomed and involved.

All children are making good progress towards the early learning goals in all seven areas of learning. The childminder spends times observing the children and records what they can do. She uses this information to identify their next individual learning steps and plans a wide range of activities and experiences to reflect their different learning needs and styles. The childminder successfully incorporates these next steps in learning into their play, which effectively promotes children's learning. There is a good balance of child-led and adult-initiated play. Children's spoken language is developing well because the childminder engages them in meaningful conversations during both incidental and focused activities.

The childminder enhances children's by joining in activities when they ask her to. For example, she got down on the floor next to a child while another child read a book to them. The children took turns and soon children were reciting nursery rhymes modelling their previous experiences. The childminder sat with the children while they undertook a

junk-modelling craft activity promoting their understanding of shape and colour. Her interaction enables children to build on and contribute their own knowledge. Children developed their problem solving skills as they played with the small-world resources trying to fit the toy people into a house. They concentrated and persevered moving the arms and legs of the toys until they succeeded in their task. Children are beginning to learn about individual differences and diversity through using a range of multicultural resources.

Outside children enjoyed playing with the childminder who helped children develop their eye-to-hand coordination as she threw the ball to them, which they tried to hit with the bats. Children manoeuvred the scooters around the outdoor area increasing their balancing skills as the childminder encouraged them to count as they play. Although children enjoy playing in the garden there are fewer resources available that promote children's development across all areas of learning. This does not meet the needs of those children who prefer to play and learn in the outdoor environment. Nevertheless, all children's learning and development is in line with the expected developmental ranges for their age groups. Consequently, children are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning overall.

Partnerships with parents are good. Parents are able to talk with the childminder at any time and have access to the full policies and procedures. They are able to look at their children's learning journeys and know what the childminder is working towards with their children. This helps to promote continuity of learning between home and the setting.

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

Children have good attachments to the childminder, are confident and feel safe in her care. She has a precise understanding of their care and learning needs and treats them as individuals. This promotes their feeling of well-being and is conducive to their learning.

Children behave well learn about the rules and routines of the day. They show consideration for others, often sharing resources and taking turns with little or no encouragement from the childminder. This results in children's personal, social and emotional skills developing successfully because they think about others. Older children show respect for babies interacting well and being patient if babies interrupt their activity.

The childminder teaches children about safety through discussions and activities. For example, the childminder warned the children about standing too close to each other while playing with the bats in the garden. Children practise fire drills with the childminder to ensure they know how to evacuate the premises quickly and safely in the event of an emergency. Children are learning about the importance of healthy lifestyles. Children benefit from daily fresh air and exercise. The childminder works with parents to provide healthy snacks and meals. Children are able to help themselves to a drink when they are thirsty.

Children are self-confident and happily explore their surroundings. They know where the resources are stored and are able to access them freely, developing their decision-making

skills and freedom of choice. The childminder provides a range of resources to support children's technological awareness. However, children were not able to use some of the electronic resources on display because there were no working batteries. This frustrates children and limits opportunities for children to develop their skills.

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

Safeguarding is effective because the childminder has a clear understanding of child protection procedures and knows how to implement them to protect the children in her care. She has attended safeguarding training and full written policies and procedures are in place and shared with parents to ensure they fully understand the childminder's role and responsibilities towards protecting their children. Children enjoy a safe and secure play and learning environment because risk assessments are completed and the childminder is vigilant. The childminder supervises and supports the children well at all times both indoors and when outside.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder effectively monitors when the children achieve their next steps, and makes plans to ensure they will continue to make good progress over time.

The childminder has a positive attitude to improving her practice. She has undertaken an early years qualification at level 3 since the last inspection and attended other training to enhance her knowledge and skills. The childminder has completed a learning environment audit. As a result, she has changed the layout of the playroom and obtained resources so that children have an area in which to relax. She now displays some of children's artwork and photographs of themselves. This promotes children's self-esteem and positively contributes to their feeling of belonging.

Partnerships with parents are good. Parents are able to talk with the childminder at any time and have access to the full policies and procedures. They are able to look at their children's learning journeys and know what the childminder is working towards with their children. This promotes continuity of learning at home. The childminder has started to form links with the local pre-school to enable the sharing of information.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY393455
<b>Local authority</b>	Southampton
<b>Inspection number</b>	816021
<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>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/02/2010
<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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